



Trinity



Prospectus 2016 – 2017

Trinity



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Trinity School is a mixed comprehensive school.

There are over 900 students on roll between the ages of eleven and nineteen including over 120 students in our successful Sixth Form.

Trinity School is an Academy and is part of the Newbury Academy Trust family of schools.

Welcome to Trinity

Dear Parents

Trinity School is a high performing school where ambitious and successful students thrive. We are in the top 20% of schools in England for adding value to our students' achievements at GCSE and for improving our results year on year. We are very proud of our achievements and proud of working in a school where:

- We are dedicated to ensuring students leave with excellent examination results and the life skills they need for the modern world.
- We are all committed to ensure the highest standards of teaching and learning.
- Students are unique. They are treated as individuals where their talents and abilities are nurtured.
- We believe that anything is possible and we are committed to students achieving their full potential.
- Facilities are outstanding and continually being developed to provide the best environment for learning. This includes a brand new library and learning resource centre.
- Expectations are high. We drive our students to achieve personal excellence in everything they do.



Mrs C Wilson
Headteacher

I am very confident in our school and this is supported by our Ofsted inspection which stated:

- Students' achievement is good. They all make good progress in English and mathematics. The most able students make good progress in all subjects.
- The curriculum is flexible and provides a wide range of appropriate courses for students in Key Stage 4. Students have many opportunities to engage in a wide variety of activities outside the school, including a range of sports.
- The behaviour of students is good. They concentrate well, showing positive attitudes and a desire to learn. They respect their teachers and appreciate the opportunities offered to them.
- Students feel safe in school and the curriculum supports them well in learning how to stay safe.
- Students' spiritual, moral, social and cultural development is strong throughout the school so that they are well prepared for the future.

We invite you to be part of our continued success as we commit to develop our students in all areas; their academic success, their unique talents and their personal growth and development.

I look forward to welcoming you to Trinity.

Mrs C Wilson
Headteacher





“TO AIM FOR THE HIGHEST LEVEL OF ACHIEVEMENT FROM OUR STUDENTS WORKING CLOSELY WITH HOME IS VERY IMPORTANT.”

Welcome to Year 7 at Trinity School

Our students are very familiar with our school long before Year 7 starts! Throughout the year, we invite Year 5 students to visit Trinity on a number of occasions; Year 5 days, workshops, our Master Chef competition and dance and PE master classes to name but a few. In Year 6, students visit us again for two induction days where they will meet their tutor and the rest of their tutor group and spend time getting to know the school site and getting used to the timings of the day. Following one of the Induction days, parents attend a meeting to meet the Headteacher, senior staff, Heads of House, Head of Year 7 and the Year 7 tutor team. The students also have the opportunity to attend our successful summer school where they can freshen up on their skills in preparation for the start of Year 7 as well as begin to build new friendships.

Before we place students into tutor groups we visit the primary schools to ensure we have all the information we need to place students into the correct tutor groups. Each tutor group is allocated to a House and students remain in this tutor group for years 7 to 11.

For the first week each Year 7 tutor group is allocated a student from Year 9 to act as a 'guide'. The guide will make sure all the tutor group find their way around and settle into Trinity quickly and well. We know that parents are keen to know how their children have settled into school life so we hold a parents evening for Year 7 at the end of September to let parents know how well they have begun.

These close links that we establish at the end of Year 6 and into Year 7 continue as students move through school. We know that to aim for the highest level of achievement from our students, working closely with home is very important. Parents are kept up-to-date with achievements and progress. We strive to make this a real and effective partnership in the following ways: we undertake to keep parents informed about the work of the school by providing news of events and activities through our termly newsletter and website (www.trinitynewbury.org). Parents will hear promptly from the school if their child is under-achieving or under-performing, if there is unaccounted absence or if behaviour is not what we expect.



“STUDENTS UNDERSTAND THEIR TARGETS WELL AND CAN EXPLAIN HOW THEY INTEND TO MEET OR EXCEED THEM.”

OFSTED

Our Curriculum

Years 7 and 8

In Years 7 and 8 all students follow a broad and balanced curriculum which is tailored to their needs. It provides opportunities for challenge and engagement.

Greatest individual focus at Trinity is given to English, Mathematics and Science which represent 40% of total teaching time. The remaining 60% of time is divided across Modern Languages, Design & Technology, Computing, History, Geography, Physical Education, Music, Art, Religious Studies, Citizenship, Dance, Drama and PSHE.

During Year 8 students showing strong progress in modern languages will begin to study a second language.

Towards the end of Year 8 students are given the opportunity to choose the subjects they will continue to study in Years 9 to 11.

Setting at Key Stage 3

At the start of Year 7, students will be placed in groups based on their primary school assessments in English, Mathematics and Science, as well as our own in depth assessment of academic potential. Work is then planned and set in order to provide exactly the right level of challenge for every student allowing all to progress at the fastest possible rate. Throughout KS3 the attainment and progress of each individual is carefully monitored and reviewed to ensure they are receiving the right level of challenge and support.

More able students are challenged to complete work at the highest possible standards, in order to be ready to achieve the new grades 8 and 9 at GCSE. They will also have the opportunity to complete Triple Science across Years 9, 10 and 11.

Similarly students of lower ability can progress much more quickly as a result of targeted intervention which includes additional literacy and numeracy support, smaller class sizes and a greater number of teaching assistants.



Our Curriculum

Key Stage 4 - Years 9, 10 and 11

The focus on the core subjects of English, Mathematics and Science in Key Stage 3 is continued into Years 9 to 11, where all students are required to study English Language, English Literature, Mathematics and Science. More able students will begin their Triple Science course. All our students also study core PE as well as Personal Social & Health Education, Religious Studies, Citizenship and Careers Guidance.

Students are again set according to ability to ensure that the curriculum and the teaching are tailored to provide challenge and support to each student according to their individual needs.

In addition to Core Subjects all students are able to select from a number of optional courses at GCSE, which include: Geography, History, French, German, Design Technology, Computer Science, Art, Photography, Business Studies, Childcare, Media Studies, Drama, Music, PE, Workskills and Dance. We keep the choice of options as wide as possible, so that students take courses suited to their strengths and aptitudes.

“STUDENTS ARE PLACED IN GROUPS ACCORDING TO ABILITY TO ENSURE THAT EACH STUDENT IS CHALLENGED AND SUPPORTED ACCORDING TO THEIR INDIVIDUAL NEEDS.”

Sixth Form

The large majority of our students stay on into the Sixth Form, which is one of the best performing in West Berkshire. Our results are good and students in our Sixth Form make excellent progress achieving above their targets. We provide students with the opportunity to broaden their horizons and continue with their education in an environment where they are known and have been successful. The process of entering Sixth Form begins in Year 11 when all our students are interviewed and advised on the correct progression routes. Great care is taken to ensure each student chooses the right courses for them to achieve their goals and ambitions. The courses we offer are diverse and cater for all students at all levels. These include Level 3 courses which are equivalent to A Levels and Level 2 courses which are the equivalent of GCSEs.

A Levels

Art	History
Biology	IT
Business Studies	Mathematics
Chemistry	Media Studies
English Literature	Music Technology
English Language	Music
Further Mathematics	PE
French	Photography
Geography	Physics
German	Psychology
Graphic Products	Sociology

Level 3 BTEC

Business and IT	Sport and Exercise Science
Dance	Catering and Hospitality
Acting	
Public Services	

CACHE Childcare

Award, Certificate, Diploma

Level 2

English GCSE	BTEC Engineering
Mathematics GCSE	BTEC Leisure & Tourism



“STUDENTS ARE SUPPORTED IN THEIR CHOSEN COURSES TO ENSURE THAT THEY ACHIEVE THEIR GOALS AND AMBITIONS WHILE DEVELOPING RESILIENCE, SELF-RELIANCE AND PERSONAL MATURITY”



All our Sixth Form students study critical thinking activities and follow a programme of PSHE along with one lesson per week of recreational PE. Students in Sixth Form play a key role in the House System as House Captains organising a number of Performing Arts and Sports and other events throughout the year.

All Sixth Form students have access to a dedicated Sixth Form block for personal study which includes two IT rooms, a silent work room, a common room as well as a Sixth Form only canteen.

Students' progress is monitored closely through regular tutorials with subject teachers, tutors and the Head of Sixth Form with three reports and two consultation evenings a year. There is an extensive tutorial programme preparing students for university applications and a dedicated careers advisor who works with Sixth Form students to discuss future careers. Each year students progress to university courses, including students successfully applying to Oxbridge, Harvard and other top universities.



Homework and Independent Study

Homework is an important part of our school curriculum and will be set regularly in accordance with the homework timetable. This is published at the start of each year. The amount of homework that is set will vary depending on what is being studied in each area and the age of the students. When students are studying for exam subjects the amount of homework will increase due to revision and follow up work needed. Homework is set to help develop skills of independent learning, and to instil good study habits in preparation for exam courses and further education. It is also important as a way of consolidating the learning from classwork as well as providing extension work for our most able students. Our VLE, FROG, is also used to set homework and research tasks, which our students can access both within and away from school.

The Library

Our new library and resource centre opened in Spring 2016. This is a state of the art facility combining new technologies and the more traditional library functions. The library is at the heart of learning in the school, providing a first class resource for students and staff in a stimulating and inspiring environment. It is extremely well stocked and well equipped for study and staffed by a full-time librarian.

We stock a large choice of fiction, from the classics to contemporary children's fiction, graphic novels and modern literature. The non-fiction section provides extension reading and reference books. iPads and PCs are available for research.

Together with the English department, the Library is the hub of the school's Accelerated Reader programme, which encourages and rewards reading in Years 7 and 8.

The library is open to students throughout the school day. The librarian is always available to assist the students. In addition there is a homework club after school where students can make use of the facilities and ask for extra help in their studies. As well as various reading groups, theme days and weeks are held where students are encouraged to explore wider reading.

"THE LIBRARY IS AT THE HEART OF LEARNING IN THE SCHOOL, PROVIDING A FIRST CLASS RESOURCE FOR STUDENTS AND STAFF IN A STIMULATING AND INSPIRING ENVIRONMENT."

Sex and Relationships Education

Sex and Relationships Education at Trinity is based on attitudes and feelings and encourages students to think about the moral aspects of relationships rather than focus only on the biological facts of life. It is an entitlement for all our students. Students are encouraged to develop positive values and attitudes to the complex issues of their relationships with others, sexuality, society and a sense of personal worth.

programme, taught mainly in Science, Religious Education, Physical Education and Personal, Social and Health Education (PSHE).

Parents have the right to withdraw their children from some elements of the Sex and Relationships Education programme, after discussion with the Headteacher, although this is rare.

The Governing Body has agreed the aims of Sex and Relationships Education and regularly reviews the development of the



Personal Social and Health Education

We pride ourselves on our comprehensive personal development programme which is delivered by tutors in tutorial lessons, and is enriched by assemblies, special events and PSHE days; students' work is rewarded by certificates and presentations throughout the school year as part of House assemblies.

We encourage students to:

- Know their own strengths and weaknesses.
- Be aware of their personal health and wellbeing, training and career opportunities.
- Make informed choices about issues affecting their lives.
- Manage transitions to new roles.
- Promote fundamental British values.

The school works through the tutor programme, the curriculum and a huge range of extra-curricular opportunities to teach students to work collaboratively with respect and understanding. We work with many community groups, sporting groups and charities on a number of ventures; including local residential care homes and supporting the Newbury Parcel fund each year. We run a full range of trips in the UK and abroad to educate students about national identity and variety as well as global cultures. Students are taught to understand the diversity in faith, culture and socio-economic status and appreciate these differences. Our policies can be found on our website under the information section.

"AT TRINITY EXCELLENT EFFORT, WORK AND BEHAVIOUR ARE EXPECTED AND STUDENTS ARE REWARDED FOR THEIR EFFORTS."

Careers Education and Guidance

We have a dedicated Careers advisor who meets with students regularly, plans the careers curriculum and liaises with outside agencies to ensure our students are given the very best opportunities. Throughout the year a variety of events run for students focused on careers. Many are competition based and we have had great success. We work with many businesses both local and national at these events, including Ernst and Young, Vodafone and AWE to name but a few.

For the past three years, Trinity School has held a very successful Careers Fayre, attended by local and national employers. This event allows students to discuss directly with employers the different qualifications needed for each industry and the different career paths available. This is essential in helping students make decisions about their subjects at GCSE and for deciding their future pathways into Sixth form.

Our Special Educational Needs Provision

The school has a wide spectrum of expertise to draw on in dealing with all aspects of additional Special Needs.

Our SEN department is strong and focuses upon raising the levels of students who may be under-achieving for a wide variety of reasons. The SENCO will undertake the initial assessments before drawing up a Support and Achievement Plan which sets out strategies for effective intervention,

All Year 11 students have an individual careers appointment with the careers coordinator to identify career aspirations and pathways for the following year. Students who need extra guidance can have additional appointments from the Adviza Careers Adviser for intensive support. In addition, all Year 11 students participate in a mock interview session with business volunteers. They practice the application and interview process before applying for further education or jobs. It is a vital tool in preparing for the future.

Year 12 students all have the option to participate in work experience towards the end of the summer term. This placement is specific to their career or university plans and offers a valuable opportunity for students to gain an insight into their chosen career path.

taking into account advice from outside agencies such as the Educational Psychology Service, Speech and Language Department and other professionals.

The School hosts two local authority resource units. The ACE Unit is for students who have EHCPs for specific learning difficulties (dyslexia) and our ASD Resource is for students who have EHCPs for Autism.

School Trips

A large range of trips and activities are organised by the staff of Trinity for the benefit of the school and these form an enjoyable high point in the life of the school for many students. It is our intention that every child should be able to go abroad at least once during the five years of compulsory education and should regularly take part in off-site activities, which are arranged throughout the school year. A full programme of the activities planned for the school year is issued in advance so that parents may plan and decide which activities are most suitable for their children. Some examples of those we currently run are trips to France and Germany for students to experience life and speaking as part of the MFL courses, as well as trips to the Peak District and Iceland to study physical and human Geography and trips closer to home in London to see West End productions and galleries.

Community Links

We enjoy very strong community links with a variety of different groups in the local area. We are very lucky to have Vodafone as our neighbours and they contribute a great deal to the school both in terms of time and funding. Many Vodafone employees volunteer as speakers and provide expertise at careers and enterprise events. Our Careers Fayre attracts a large number of employers, including the Armed Forces, the financial sector and health and fitness industries, who provide information and guidance for our students about the world of work and life after Trinity.

We are very fortunate to be able to use St Mary's Church for our Christmas assemblies, as well as our Carol Concert, and our closest neighbour Shaw House, gives students the opportunity to work in the grounds of an historical building and forge links with a variety of community groups. Trinity students perform in the community, regularly singing and providing music at care homes and at events.

Every year we have a group of students who will participate in a global adventure through World Challenge or Camps International. For example, groups have visited India, Morocco, Kenya, Zambia and Botswana. 2016 saw students spend four weeks in Peru, touring the country, and completing community projects. Next summer the school heads to Sri Lanka.

As in all schools, there are strict guidelines on charging for trips and visits. Parents may be asked to make voluntary contributions for any visit or journey organised by the school and approved by the governors. Unless these activities are financed in this way, the school is unable to fund them. We are pleased that parental support so far has meant our trips are able to run smoothly. Those parents who have difficulty with costs should discuss this with the Head of House or the Headteacher.

Our Science department has worked very closely with STEMNET to grow the Science Club and develop links with the science industry. We also work with AWE to promote women in industry and science careers. In sport we work with a variety of external coaches to develop skills and talent, e.g. hockey and rugby. Our resident Artist in Dance, Zoie Golding, provides regular workshops throughout the year for our gifted and talented dancers.

Our primary school links are exceptionally strong; we work in partnership with all our feeders to provide an extensive programme of events including musical tuition, our Masterchef competition, sporting events, and our science Space Dome event, as well as English and Maths gifted and talented groups.

Each term we invite children in Year 5 from all our feeder primary schools to come and take part in lessons after school. They gain experience of secondary school and further their interest in particular subjects.



"ALL STUDENTS WILL HAVE STRUCTURED CAREERS INTERVIEWS AS WELL AS MORE INTENSIVE SUPPORT FOR THOSE STUDENTS WHO NEED EXTRA GUIDANCE."





Moral, Spiritual and Cultural Development

Our programme of Moral, Spiritual and Cultural education is designed to develop our students as confident young people who respect the values, attitudes and beliefs of others, as well as promote fundamental British values, so our students are well-equipped to make informed choices in an ever-changing world.

Religious Studies

In Religious Studies, we aim to help students understand religious beliefs, practices and insights, in order that they may form their own beliefs and judgements, and their own allegiances and commitments. Parents have the right to withdraw their children from any aspect of the school's Religious Studies programme. Our students value the experience they gain from Religious Studies.

Through the teaching of Religious Studies we hope to develop young people who:

- Are aware of their own beliefs and values.
- Can identify those experiences which give rise to questions of meaning and purpose.
- Are aware of the ways in which living belief systems have sought to address such questions.
- Are able to apply the insights gained to their own search for identity and significance.

We believe that through the seven year course, students will understand the important role that belief plays in the lives of individuals who follow a particular faith and will develop respect for viewpoints which differ from their own.

Unicef: Rights Respecting Award

As a school, we have started the journey towards achieving the prestigious 'Rights Respecting Award' from Unicef. Through achieving this award we, as a school, will base our principles upon equality, dignity, respect, non-discrimination and participation, therefore putting the UN convention on Rights of the Child at the heart of our ethos. Through doing this we shall ensure that the school culture will improve well-being and embrace every child's talents and abilities, to allow them to reach their full potential.



Extra Curricular Opportunities and Enrichment

Trinity School has excellent provision for enrichment and extra curricular opportunities particularly in the fields of Sport and the Arts. These areas are central parts of the school's character and its success. In this wider context these areas help students to develop performance skills, build self-esteem and confidence. We believe the skills and knowledge they gain from these areas are key in preparing our students for their chosen routes, whether it is university, college, apprenticeships or work-based training after they leave Trinity.

Sports

Physical Education at Trinity School is about learning through 'doing and enjoying'. Activity, fair play and a positive attitude to sportsmanship and ethos are stressed throughout lessons and extra-curricular clubs. We offer a full range of activities from the traditional games of rugby, hockey, netball and football right through the spectrum to new and exciting sports and fitness opportunities such as spinning and fitness yoga.

Trinity School's sporting achievements are various enjoying success in netball, hockey, rugby athletics and cricket. Students compete regularly on District, County and National levels and we truly believe that competition is vital in our students' personal development.

We have fantastic sports facilities that in the local area are second to none. All of which enhance lessons and extra-curricular activities and are in use each and every lesson.

Providing for our most able students is key within the PE department. We run a popular GCSE course at KS4 and an A-Level course at KS5. We also run BTEC Sport courses at KS4 and KS5 both of which boast an impressive 100% pass rate. There is also a well-attended general PE session for Sixth Form students on a Wednesday afternoon and a programme of matches against other local schools for post-16 students.

The Arts

We offer a wide range of enrichment so that all students have the chance to express themselves and grow in confidence. Every student in Year 8 works towards achieving their Bronze Arts Award in lessons. The school has been awarded the Gold Arts Award for the third consecutive time for our commitment to Arts Education.

Across the school other subjects benefit from the skills brought by studying the Arts. Each year we have Artists in residence working with our students.

We hold regular events throughout the year to celebrate success and showcase our Arts subjects. House Competitions in the Arts as well as productions are all regular features on our calendar. The students regularly participate in competitions and events including the Shakespeare Festival and the Police Drama project. Every year we host our own Dance Platform – Breakout at Arlington Arts. We hold an annual whole school Dance Festival which showcases the talents of every student in Key Stage 3. Trinity Sessions is the opportunity for our student bands to put on a concert and our musical showcase evenings including our Musician of the Year Award event to celebrate musical talent.

There are many other opportunities to get involved in other extra curricular activities that take place throughout the year.

"STUDENTS HAVE MANY OPPORTUNITIES TO ENGAGE IN A WIDE VARIETY OF ACTIVITIES OUTSIDE THE SCHOOL, INCLUDING A RANGE OF SPORTS."

OFSTED



Code of Conduct

Students are expected to behave with courtesy and respect towards others; this is explicit in our Code of Conduct which outlines what we expect of all our students:

Personal Excellence and Collective Responsibility

As a student in our school community I will:

- Have high expectations of myself and others and take responsibility for my actions.
- Be fully respectful to all members of our school community.
- Take charge of my learning and complete all class work and homework to the highest possible standards.
- Always attend school and be on time every day.
- Wear my uniform with pride.
- Take care of the whole school environment.
- Be an ambassador for the school in the wider community and when I represent the school in external events.



“TEACHERS MAKE SURE THAT WORK IS PROVIDED AT THE RIGHT LEVEL FOR ALL STUDENTS, DISCOVER HOW MUCH STUDENTS UNDERSTAND WITH SKILFUL QUESTIONING AND MAINTAIN A GOOD PACE SO THAT STUDENTS REMAIN FOCUSED ON THEIR LEARNING.”

OFSTED

The House System

At Trinity the House system is very strong. There are three Houses, Dragon, Griffin and Phoenix and all students from Years 7 to 13 are placed in a House. Rewards are integral to the House system; each year there are many competitions and activities for students to gain points for their House.

Rewards

Excellent effort, work, attendance and behaviour are expected and students are rewarded for their efforts. Students are rewarded for their good work, effort and contribution to school life through accolades and house points. This system encourages self-esteem and builds self-confidence. Students' achievements are recognised in our House assemblies, as well as presentation events. In addition, students can apply to join the Student Leadership Team, which range from school ambassadors, House Prefects, Performing Arts and Sports Representatives to peer mentors. The school also has a Head Boy and Head Girl. These are positions of considerable importance and responsibility which reward effort and commitment to the school.

Sanctions

The school also uses a number of sanctions to address behaviour which falls below our high standards. These range from verbal warnings from staff through to detentions, where students may complete extra work, or complete work in and around the school. Some students will be placed on report to monitor their work and behaviour on a daily basis, with targets being set. We make no apology for demanding the highest standards in work and behaviour, and punishing students where they fail to meet expectations. We work closely with parents and encourage parental support and involvement in all these matters.



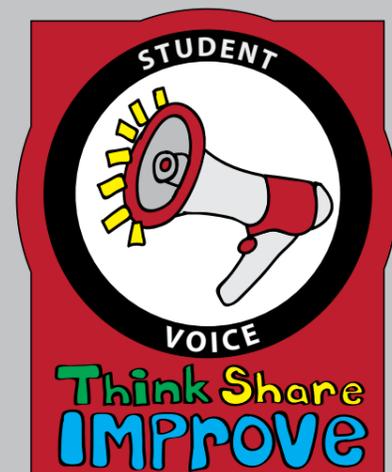
Student Voice

Children spend a lot of time at school. After the family, school has the most significant influence on child development, so making students' time at Trinity School enjoyable and worthwhile supports their mental health and wellbeing. Part of this process involves supporting students to be active contributors to their own learning.

Student Voice allows students to have a say about what goes on at their school and be active participants in the Trinity School community.

Student voice helps students to participate in and contribute to a number of processes at Trinity School, including:

- decision making in a variety of areas like curriculum planning, school community values and anti-bullying
- forming a student-led team to research and develop strategies to improve the school community
- providing feedback about teaching and learning at the school.





General Information

The School Day

A school day consists of five, one-hour lessons and two daily tutorial sessions. For Sixth Form there may be some lessons which are timetabled after school in a period 6 session.

School Uniform and Equipment

School uniform identifies students as members of our school; it is an important part of preparation for the workplace. Students and parents are regularly consulted on uniform to ensure it meets the needs of students as well as representing the school effectively. As such, it should be worn with dignity and pride.

Hair, Make-Up, Jewellery and Electronic Devices

- Only minimal levels of make-up will be tolerated. No extremes of hairstyle will be accepted including extremely short cuts or any patterns cut into the hair. Hair should not be brightly coloured or dyed.
- The only jewellery which may be worn is limited to one simple small stud in each earlobe (i.e. no stretches, hoops, etc.) and a watch. No other facial piercings, including tongue piercings or tattoos are allowed.
- No coloured nail varnish and/or nail extensions to be worn.
- School bags should be durable and an appropriate size for books, large A4 folders, sports kit and other equipment.
- Mobile phones and MP3 players should not be seen or heard and are carried on to school site at the owners risk. All devices must be switched off and placed in bags if brought on to school site and will be confiscated if seen.

Timetable

8.40 – 9.00	Tutor Time
9.00 – 10.00	Period 1
10.00 – 11.00	Period 2
11.00 – 11.25	Break
11.25 – 12.25	Period 3
12.25 – 1.25	Period 4
1.25 – 2.00	Lunch
2.00 – 2.10	Tutor Time
2.10 – 3.10	Period 5

Uniform Year 7–11

- Plain black school jumper with Trinity logo and House colour.
- **Boys:** black trousers no denim, cord, combat or linen style with only a dark, discrete belt
- **Girls:** Black Trinity skirt product name 'Charleston' or black Trinity trousers product name 'Greenwich', available from Trutex Schoolwear.
- Plain white school shirt with a collar, worn with the top button done up and a school tie.
- Shirts should be tucked in at all times.
- Plain white open necked revere blouse worn without a tie for girls.
- Black 'school' shoes. No trainers. No extremes of heel height, canvas shoes, open toed shoes, sandals, boots or flip flops.
- Plain black ankle socks. Plain black or flesh colour tights, no patterns.
- Under-layer shirts must be plain white only.
- Sensible outdoor coat, all one dark colour; black, navy, brown or dark grey, not leather, leather look or denim. No hooded tops or training/sports tops/tracksuit tops to be worn as outside coats. No excessive logos.

Sixth Form Uniform

- Our sixth form students wear business dress suitable for an office environment
- No hooded tops, trainers, denim or combat style trousers
- Boys – shirt, tie, smart trousers, smart shoes, smart jumper – no excessive logos
- Ear stud piercing only
- Girls – smart trousers/skirt, smart shoes, appropriate top of choice – not low cut or revealing, smart jumper – no excessive logos
- Small earrings – no other types of piercings; appropriate make-up
- Uniforms for specific subjects, such as PE, PA, CACHE and Catering can be worn for those lessons only.

PE Kit

- Reversible rugby shirt, house colours with printed school logo
- PE house shirt with printed school logo
- Plain black shorts with printed school logo
- Trinity logo socks (for games lessons) and white socks (for indoor lessons)
- Plain white ankle socks in the summer term
- Optional: Skort for girls
- Boots for football and rugby
- Gum Shield – essential for rugby
- Shin Pads – compulsory for football and rugby
- Sports trainers fit for purpose – no canvas/plimsolls permitted
- Named towel.

The PE kit is available through Trutex Schoolwear, Bartholomew Street, Newbury.



"STUDENTS OF ALL AGES, INCLUDING THOSE IN THE SIXTH FORM, ENTHUSIASTICALLY PARTICIPATE IN A WIDE RANGE OF OPPORTUNITIES TO CONTRIBUTE TO THE COMMUNITY AND TO TAKE ON ROLES OF RESPONSIBILITY."

OFSTED





Medical Arrangements

We have a dedicated, qualified School Nurse on site with her own medical room. The School Nurse is available to assist parents in supporting with medication, as well as providing healthcare advice to ensure students' attendance remains high. If a student feels unwell during the school day, the School Nurse will assess the individual and decide on an appropriate course of action. Parents will be contacted where it is deemed necessary.

Health and Safety

Students must stay on the school site at lunchtimes and break times. If for any reason, students leave the premises, the school cannot accept any responsibility for their safety. If a student needs to leave the school site for an emergency medical appointment during the school day they must bring a letter from parents detailing the nature and time of the appointment. They should then sign out at student reception and in again on their return.

Students should not wear jewellery in school other than a simple pair of studs and a watch. In workshops and laboratories all safety rules must be obeyed, including the wearing of goggles when necessary and all long hair must be tied back.

Mobile phones should not be seen or heard in school. Parents can always contact a student in an emergency via the school office or a member of our pastoral team. Similarly MP3 players should not be seen.

Photography

We often use photographs and film of school activities for use in lessons and display as well as for use in our newsletter and on our website to recognise achievement and value success. Care is taken to ensure that images are appropriately stored and students' personal details are not identified alongside photographs. Parents with students entering the school in Year 7 are asked to confirm that images of their children may be used.

Transport to and from School

Details of the school buses or cycle routes leading to Trinity School are available from West Berkshire Council and the School Office. There are also public buses which travel from Thatcham each day and various minibuses collect children from outlying villages.

You should note that owners bringing cycles, mopeds and cars to the school site do so at their own risk: cycles should be securely locked to the cycle rails at the front of the school. The cycle racks are monitored by CCTV.

All students cycling to school must wear a helmet.

Admissions Policy

The admissions limit for Trinity School is 187. For guidance on admissions procedures parents should refer to West Berkshire Parents' Guide to Secondary Admissions available from West Berkshire Council Admissions Team, West Street House, West Street, Newbury, Berkshire.

School Meals

The school canteen is open daily providing healthy and nutritious breakfasts, break time snacks and lunches. A variety of food is available from rolls, sandwiches and salads to cooked meals and desserts. Students can also choose to bring a packed lunch and eat this in the school hall alongside their friends purchasing food from the canteen.

Complaints Policy

Our Complaints Policy can be found on our website. If a parent cannot resolve any difficulties with individual teachers then the Headteacher should be involved. If the matter still cannot be resolved complaints should be addressed to the Chair of Governors.

Assessment and Reporting

There is a continual focus on assessing students' work formatively, giving them feedback which helps them make excellent progress. We also use a selection of end of unit assessments and tests. All our students receive a report three times a year. All students have at least one consultation evening each year. At these evenings, parents are invited to meet subject teachers, to discuss progress in each subject. Appointments are made for parents to make the evening run as smoothly as possible for parents and staff. In Years 9 – 13 we report using the GCSE and A Level grades. In Years 7 and 8 students' progress is the focus of each report.







Trinity School

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All details are correct as of 30th June 2016