

Inspection of Hull Trinity House Academy

Beverley Road, Hull HU3 1UP

Inspection dates: 23 and 24 April 2025

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

The principal of this school is Daniel Flack. This school is part of Delta Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Tarn, and overseen by a board of trustees, chaired by Steve Hodsman. There is also an executive principal, Julian Harrison, who is responsible for this school and two others.

What is it like to attend this school?

Pupils enjoy being part of this unique school. They are keen to explain the heritage of the school. They embrace the maritime links and are proud of this history. Pupils take part in the daily parade with maturity. They gather together, proudly wearing their school uniforms. They listen to important messages from their peers and adults in the school. This gives pupils a sense of belonging in the school community.

The school has very high expectations for pupils. Pupils achieve well in public examinations. This ensures they can progress to the next stage of their education. Many pupils respond positively to the equally high expectations for their behaviour. They enjoy the calm and purposeful learning environment. The school supports those pupils who need extra help to meet the behaviour expectations.

Pupils recognise that bullying can happen in the school, but they know that the school takes this very seriously. Pupils know they have a trusted adult if they need to speak with them. As a result, they say they are safe in the school.

Pupils enjoy the wide range of clubs that the school offers. These include reading, gym and darts. These opportunities help pupils grow their talents and interests.

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

The well-sequenced curriculum helps pupils build their skills and knowledge over time. Pupils use prior learning to help with new topics. For example, pupils studying art in Year 10 connect their previous knowledge of shading to help them with their subsequent portrait work. As a result, pupils' knowledge and skill in the subject increases in complexity over time.

Teachers accurately check pupils' understanding in lessons. This ensures that any misconceptions are quickly identified and corrected. However, in some lessons, pupils lack opportunities to connect, extend and deepen their learning. This is more evident in key stage 3. When this happens, pupils are not as confident in applying their knowledge in different ways.

Pupils with special educational needs and/or disabilities (SEND) receive personalised support in lessons. Staff identify the needs of these pupils well. They adapt tasks well to help those pupils who need help to access the learning. Pupils with SEND progress well through the curriculum.

Pupils who are at the early stages of reading are swiftly identified. Targeted strategies help them to develop their reading skills. For example, pupils who speak English as an additional language receive bespoke intervention sessions. Other pupils access phonics support if needed. These tailored strategies help pupils develop their reading skills at pace. The school encourages a love of reading through different fun initiatives and rewards systems. Pupils engage well with these and enjoy sharing the books they have read. Pupils develop a genuine enjoyment of reading.

Pupils enjoy a range of unique opportunities outside of the classroom. In key stage 3, pupils gain a sailboat pilot licence. Pupils in key stage 4 can opt to extend this and gain a powerboat pilot licence. This connects to the school's rich maritime history. Pupils learn about a range of careers, including naval ones. As a result, they have a range of aspirations for their next steps in education and beyond. Pupils take pride in their leadership roles. For example, the 'Next Gen' pupils lead community projects. They raise money for charities. These important opportunities help develop vital leadership skills and pupils' confidence. It also helps them develop an awareness of the challenges people face. Pupils display respect and care for people who may face barriers in their lives.

The school has revised its behaviour expectations. Many pupils rise to these. However, a small number of pupils do not. For these pupils, incidents of suspension remain high. These pupils miss out on the valuable learning opportunities the school provides. The school has introduced new initiatives to promote high attendance. During 'feel good Fridays', pupils enjoy being entered into prize draws to celebrate their attendance. These initiatives help to improve attendance in the school.

Many staff recognise that the school considers their workload and well-being. They are valued at work. The trust and governors are integral to the school and united with them in ensuring pupils have the best possible life chances. There is appropriate challenge and support. There is an ethos of continual improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, particularly in key stage 3, the school does not give some pupils sufficient opportunity to connect, deepen and extend their learning. When this happens, some pupils find it difficult to apply their learning in different contexts and make connections between different aspects of knowledge they have learned. The school should ensure that teachers help pupils extend and deepen their thinking so they develop increased expertise and independence in the subject over time.
- Revised policies and practices to support positive behaviour have not had time to embed fully. A small number of pupils still need further support to meet the school's high expectations and reduce their suspensions. The school should embed and refine revised systems so that behaviour incidents and suspensions decrease for a minority of pupils.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	138082
Local authority	Kingston Upon Hull City Council
Inspection number	10379377
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	894
Appropriate authority	Board of trustees
Chair of trust	Steve Hodsman
CEO of the trust	Paul Tarn
Principal	Daniel Flack
Website	www.hthacademy.org.uk
Dates of previous inspection	11 and 12 February 2020, under section 8 of the Education Act 2005.

Information about this school

- Since the last inspection, the school has moved to a different location and premises.
- In September 2022, the school became coeducational.
- The school is part of Delta Academies Trust.
- The school uses one registered alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, vice-principals and other members of the senior leaderships team. An inspector also met with the leader responsible for SEND.
- The lead inspector spoke with the CEO and deputy CEO, secondary. He also spoke with members of the trust board, including the chair.
- The lead inspector met with members of the academy advisory board (those responsible for governance), including the chair.
- The inspectors carried out deep dives in these subjects: art and design, English, history and mathematics. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors reviewed a range of school documents, including the school's self-evaluation and improvement plans.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents through the responses to Ofsted's online survey for parents, Ofsted Parent View.
- Inspectors considered the views of staff through meetings held with them and their responses to Ofsted's online survey.
- Inspectors considered the views of pupils through meetings held with them and speaking with them during break- and lunchtimes.

Inspection team

Andrew Gibbins, lead inspector	His Majesty's Inspector
John O'Hara	Ofsted Inspector
Ed Hall	Ofsted Inspector
Tricia Stevens	Ofsted Inspector

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