Trinity

Impact Report

2025 - 2026



Welcome

The achievements captured in this report are diverse: incredible inspection outcomes, national awards, record-breaking results, investments across our estate, international experiences, professional development, community projects and extraordinary opportunities for young people.

But they are connected by one purpose:
To make a positive difference to the lives of as many young people as possible.

The strength of Trinity does not come from any single programme, academy or estate. As a Church of England Trust, our work is also shaped by a clear sense of purpose, responsibility and service to the communities we are part of. It comes from thousands of people working towards the same goal – teachers, support staff, leaders, governors, trustees, pupils, parents, partners and communities.

2025/26 has provided even more national recognition of that work.

Yet the most important measure of impact remains what happens every day: a child learning something they thought was beyond them; a young person discovering an ambition they had never considered; a colleague developing into a future leader; or a family seeing their child thrive.

That is the Trinity dividend.

And as our Trust continues to grow, our ambition is to ensure that dividend reaches more people than ever before.



Michael Gosling
CEO, Trinity MAT

Contents

3 Ofsted visits

5 Statutory Inspection of Anglican and Methodist Schools

7 Trinity on the national stage

9 Edurio Awards

11 Fair School Admissions Award

13 Trinity Sixth Form Academy & Bank of England

14 Recognition from the Secretary of State for Education

15 Inclusive practice at Trinity Academy Carlton Mill

16 SPARKE Sounds

17 Exceptional results across Trinity

19 INSET Day and TrinityFest

21 Professional Visits

23 Expanding our nursery provision at Trinity Academy Whitehill

25 Trinity Academy Bradford – Built for exceptional education

27 Investing in our estate

29 Trinity IGNITE

31 Trinity MAT Earthshot

33 Trinity Scholars

35 Trinity Institute of Education

37 White Rose Education

39 West Yorkshire Maths Hub

41 Creating opportunities - DofE

43 Celebrating gold at Buckingham Palace

45 The Turing Scheme

47 Apprenticeships across our Trust

Quality recognised across our Trust

External scrutiny remains an important measure of the quality of education provided across Trinity, and 2025/26 marked a significant change in the way schools are inspected.

This was the first academic year in which Trinity academies were inspected under Ofsted's new Education Inspection Framework, which introduced a more detailed assessment across individual areas of school performance.

Our first two inspections under the new framework delivered extremely positive outcomes. Trinity Sixth Form Academy and Trinity Academy Cathedral both achieved Strong standard across every graded area of their inspections.

At Trinity Sixth Form Academy, inspectors particularly highlighted the inclusive culture and the academy's determination to ensure every student succeeds.

> *Leaders and staff successfully promote an inclusive culture, underpinned by frequently updated evidence-informed strategies and specialist training. They ensure that students achieve and thrive, irrespective of starting points or barriers to learning.*
>
> **Ofsted,**
> **Trinity Sixth Form Academy**

At Trinity Academy Cathedral, inspectors recognised not only the outcomes pupils achieve, but the culture behind them.

The report highlights the academy's 'no lost sheep' ethos, its positive culture where pupils 'flourish' and 'achieve well', and the way leaders place inclusion at the heart of their work, with high aspiration for every pupil.

Most importantly, inspectors found that young people leave Cathedral 'ready for their next steps with the knowledge and skills that they need to be successful.'

> *Leaders have established a positive culture where pupils flourish. High expectations are understood and clear routines are well embedded.*

Ofsted,
Trinity Academy Cathedral

The outcomes provide a strong start under the new inspection framework and reflect the work taking place every day across our academies; with high expectations, excellent teaching, strong leadership and pastoral care, and a continued focus on creating the best possible experience and outcomes for our young people.



Trinity Academy St Edward's SIAMS

Trinity Academy St Edward's (TASE) achieved a J1: the highest possible outcome following its Statutory Inspection of Anglican and Methodist Schools (SIAMS).

The outcome recognised the strength of the academy's Christian vision and, importantly, how deeply it is embedded within everyday school life. Inspectors found that:

> *'The Christian vision powerfully drives the actions of members of the school community.'*

This vision can be seen throughout the experience pupils receive at St Edward's. Inspectors described the academy's curriculum as 'highly ambitious', highlighting how both the curriculum and extensive wider learning opportunities are shaped by its Christian vision.

The report also recognised the quality of teaching in religious education, where 'consistent, quality teaching' and precise assessment enable pupils to thrive in their learning.







THE CHURCH OF ENGLAND

Statutory Inspection of Anglican & Methodist Schools
National Society for Education

Importantly, inspectors highlighted how the academy's individual Christian identity sits naturally within the wider Trinity family, noting that:

> *The core values of Trinity MAT and the Christian values of TASE harmonise effectively.*

SIAMS, 2026

Perhaps most powerfully, the report captured the culture this creates for pupils, colleagues and families, identifying 'a sense of togetherness and belonging' that parents and pupils themselves recognise as stemming from the academy's vision.

Achieving the highest possible SIAMS outcome provides significant external recognition of the culture that has been created at Trinity Academy St Edward's – one where ambition, values and belonging come together to enable pupils and adults to flourish.



Trinity on the national stage

Colleagues across Trinity received recognition through a number of national education awards, reflecting achievements in leadership, school success and the collective work taking place across our Trust.

MAT Excellence Awards

- **CEO of the Year - Shortlist**

Trinity CEO, Michael Gosling, was shortlisted for CEO of the Year at the 2026 MAT Excellence Awards, recognising his leadership of the Trust and its continued development.

The nomination came during another year of growth for Trinity, as we continued to strengthen our academies, invest in opportunities for pupils and staff, and extend the sharing of expertise across the wider education sector.

Michael's place on the national shortlist was a welcome acknowledgement of that continued progress and the work of colleagues across the organisation who make it possible.

Tes Schools Awards

- **Trust of the Year - Shortlist**
- **Headteacher of the Year - Shortlist**

Trinity had two reasons to celebrate at the Tes Schools Awards 2026, with recognition at both Trust and academy level.

Trinity was shortlisted for Trust of the Year, while Anna Gillinder, Principal at Trinity Academy Cathedral, was shortlisted for Headteacher of the Year.

Anna's nomination celebrated her leadership at Cathedral and the culture and success of the academy, while the Trust of the Year shortlist reflected the strength of our wider family of schools.







nEdEx Awards

- **Trust of the Year - Winner**
- **SEND Excellence Award - Shortlist**

Trinity ended the year as winners of the Trust of the Year award at the 2026 Network for Education Excellence School & Trust Leadership Awards.

The award celebrated the work happening every day across our academies and central teams to improve education and create greater opportunities for young people.

There was further recognition for Trinity Academy Carlton Mill, which was shortlisted for the SEND Excellence Award.

Its inclusion on the shortlist highlighted the academy's work to provide individual, needs-led support and create positive outcomes for young people with additional needs.





Listening, acting and sharing best practice

During 2025/26, Trinity's work with Edurio continued to provide valuable insight into the experiences of pupils and staff across the Trust, helping our academies understand what is working well and, importantly, where we can continue to improve.

Throughout 2025/26, Trinity's work with Edurio continued to give pupils, parents and colleagues a stronger voice in shaping school life. Across the Trust, feedback helps our academies understand what is working well, where experiences can be improved and how changes can make a meaningful difference.

This year, that work received significant recognition through the Edurio Awards, with Trinity schools recognised across a number of categories covering pupil feedback, pupil engagement, pupil choice and parent partnership. Together, the awards reflect the importance our schools place on listening carefully, acting on what they hear and building strong relationships with the communities they serve.





Trinity Sixth Form Academy (TSFA) was among those recognised, at both national and regional level for its work around pupil feedback and engagement. Principal Michael Fitzsimons was also invited to contribute to Edurio's national Listening and Acting in Schools guide, sharing TSFA's approach alongside leaders from other award-winning schools.

More broadly, the recognition reflects how feedback is being used across Trinity to better understand the experiences of pupils, families and colleagues, and to inform where schools can continue to develop.









Fair admissions recognised by the Sutton Trust



For the third consecutive year, Trinity MAT has been awarded the Sutton Trust Fair School Admissions Gold Award, recognising our continued commitment to fairness, inclusivity and social mobility across our family of academies.

The Gold Award for the 2026/27, awarded in advance of the academic year recognises schools and trusts that are working to ensure young people have fair access to high-quality education, regardless of their background or circumstances.

For us, this goes to the heart of our purpose. We believe that where a child starts in life should never determine where they can go. Our approach to admissions is designed to remove barriers, widen opportunity and create fair, inclusive school communities, giving local children the fairest possible access to the education and opportunities available within our academies.

As the UK's leading social mobility charity, the Sutton Trust works to tackle inequality in education through research, policy and programmes that help young people access life-changing opportunities.

Receiving the highest level of Fair Admissions recognition for three consecutive years provides important independent validation of Trinity's approach. Trinity is also the only trust in the country to have achieved Gold status for three years running.

But fair admissions are only the beginning. Once a young person joins a Trinity academy, our responsibility is to ensure they have the teaching, support, experiences and opportunities they need to thrive – from their earliest years through to sixth form and beyond.

The award reflects our determination to level the playing field and ensure opportunity is shaped by potential, not background.

THE SUTTON TRUST





Extraordinary opportunities

Bank of England

Few sixth-form students have the opportunity to question the people responsible for some of the most important decisions affecting the UK economy when the Governor and Deputy Governor of the Bank of England visited Trinity Sixth Form Academy.

This year, students at Trinity Sixth Form Academy welcomed Governor of the Bank of England Andrew Bailey and Deputy Governor Clare Lombardelli for an exceptional day of discussion and learning.

Students participated in a Trinity Talks session and Q&A before A-level Economics students took part in a specialist discussion exploring monetary policy and the responsibilities of the Bank.

The visit brought economics out of textbooks and into the real world, giving students direct access to some of the country's most influential economic policymakers and providing valuable insight into finance, economics and future careers.

It was an outstanding example of the opportunities we seek to create; experiences that raise aspirations, deepen learning and allow young people to engage directly with leaders in their fields.





Recognition from the Secretary of State for Education

This year, the impact of Trinity Academy Grammar received recognition at the highest level when the academy was formally praised by the then Secretary of State for Education, Bridget Phillipson.



The recognition highlighted the academy's strong outcomes for disadvantaged pupils – a particularly important achievement that reflects our belief that a child's background should never determine their future.

Closing gaps is not an additional initiative sitting alongside school improvement; it is fundamental to our purpose. High expectations, excellent teaching, strong pastoral systems and carefully targeted support work together to ensure pupils have access to the opportunities and outcomes they deserve.

Recognition from the Secretary of State is a significant endorsement of the work taking place at Trinity Academy Grammar and, most importantly, the difference it is making for disadvantaged young people.

> *Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at Trinity Academy Grammar achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.*

Bridget Phillipson, Secretary of State for Education in 2026

Recognition for inclusive practice at Trinity Academy Carlton Mill

The impact of Trinity Academy Carlton Mill received significant recognition during 2025/26.

Our Alternative Provision was shortlisted for the SEND Excellence Award at the School & Trust Leadership Awards, celebrating the commitment of colleagues to ensuring every young person receives the support they need to succeed.

Its work also received recognition from Kate Dearden, MP for Halifax, who commended the team for the child-centred, needs-led support delivered through Trinity's Alternative Provision and the lasting difference it is making to young people across Halifax.

We believe that inclusion means more than ensuring pupils have a place in education. It means designing provision around individual needs so that every young person has a genuine opportunity to belong, engage and achieve.



> *I have heard just how much of a difference Carlton Mill is making in ensuring that every child can get the best education possible and that they are supported to stay in school. It's great to hear about the innovative approach being taken, and that schools in Halifax are showcasing best practice in this area.*
>
> **Kate Dearden, MP for Halifax**

SPARKE Sounds – Sharing ideas beyond Trinity

SPARKE PODCAST

SPARKE Sounds takes the expertise, experiences and conversations happening across Trinity and shares them with the wider education sector.

Through the podcast, colleagues and guests explore education, leadership, professional practice and the issues affecting schools, creating space for thoughtful conversations and the exchange of ideas beyond our own Trust.

Since its launch, SPARKE Sounds has achieved more than 3,840 plays, extending the reach of those conversations and providing another way for Trinity to contribute to professional learning and discussion across education.

SPARKE Sounds forms part of our wider SPARKE approach to sharing knowledge and expertise. Within Trinity, this also includes a growing library of practical teaching guides, best-practice videos and professional development content, with 92 internal videos already available and a further 250 currently being finalised for launch.

Together, these different strands help us share expertise more widely – both between colleagues across Trinity and with education professionals beyond the Trust.



over
3,800
podcast plays

Exceptional results across Trinity

Across primary, secondary and post-16, 2025/26 has been an exceptional year for outcomes across Trinity, with results demonstrating the strength of education being delivered throughout our academies.

From children taking their first steps in education to students preparing for university, apprenticeships and employment, the results reflect the work taking place every day to ensure young people receive an exceptional education and have the opportunity to fulfil their potential.



Primary outcomes above national averages

Across our primary schools, outcomes were once again ahead of national averages.

At Early Years Foundation Stage, 79% of children achieved a Good Level of Development, well above the national average.

In Year 1 phonics, 88% reached the expected standard, ahead of national averages.

At Key Stage 2, two thirds of our pupils met at least the expected standard in Reading, Writing & Maths – outperforming the national average.

63% of the Trust's disadvantaged cohort achieved this standard – again, well above the national disadvantaged group.

There were particularly strong results in Writing at Key Stage 2, where 82% of the cohort hit at least the expected standard – much higher than the national average.

Secondary outcomes ahead of national

This year saw results from six secondary cohorts across Trinity, including the first Year 11 outcomes from two of our free schools, which opened in 2021.

Together, our secondary academies served over 1,200 Year 11 pupils, with 40% identified as disadvantaged compared with around 29% nationally. Despite this difference, outcomes across the Trust remained significantly ahead of national averages.

Attainment 8 reached 49.7, a 4.1 points increase on the previous year and above the national average. 53% of pupils achieved Grade 5 or above in English and maths, while 71% achieved Grade 4 or above, both well above national averages.

The results are particularly important in the context of the communities we serve and our commitment to ensuring that background is never a barrier to achievement.

Our best-ever post-16 results

At post-16, Trinity Sixth Form Academy achieved its best results to date, building on several years of consistently strong performance.

Behind those results are individual destinations and ambitions realised, with students progressing to university, apprenticeships and employment. Through initiatives including our Trust-wide Trinity Scholars Programme, students have also continued to secure places on some of the country's most competitive courses and at leading universities.

The achievements of our students attracted national attention too, with The Guardian visiting Trinity Sixth Form Academy on A-level results day to capture the nerves, excitement and celebrations as students discovered what came next.

Taken together, the results tell a powerful story of performance across Trinity – strong starts, strong outcomes and more young people leaving us with the knowledge, qualifications and opportunities to take their next steps.





A culture of collaboration

Our Trust-wide INSET day model creates dedicated time and space for meaningful collaboration across Trinity. Most schools work with five INSET days each year. At Trinity, we have eight.

We made that choice because meaningful professional development and collaboration need dedicated time. Our additional INSET days create the space for colleagues to step away from the everyday, work with others, develop their thinking and focus on what will make a difference back in their schools.

The model brings colleagues together across academies, phases and subjects to share best practice, reflect on what works and learn from the expertise that exists across the Trust.

At its heart is a belief that we are stronger together. By investing in our people and creating more opportunities to collaborate, we can strengthen consistency across our schools while continuing to improve the experience and outcomes of our pupils.



TrinityFest – Powered by our people

One of the highlights of our shared INSET programme was TrinityFest, bringing together our teaching staff from across the Trust for a day dedicated to professional learning.

Throughout the day, more than 100 sessions were delivered, covering everything from curriculum and teaching strategies to subject-specific development and leadership.

Crucially, the vast majority of that learning was delivered by Trinity colleagues themselves. By giving staff the opportunity to share their knowledge and experience with colleagues from across our academies, TrinityFest celebrated the expertise that already exists within our Trust.

It was professional development powered by our own people – creating new connections, sharing ideas and giving colleagues practical learning they could take back into their schools and classrooms.



Opening our doors, sharing what works

Throughout 2025/26, colleagues across Trinity continued to share their expertise with professionals from schools and trusts across the education sector through our programme of Professional Visits.

Across 19 events, hosted by 10 Trinity schools, the programme saw 273 bookings from 223 individual guests, representing 150 schools and settings and 94 external trusts and organisations.

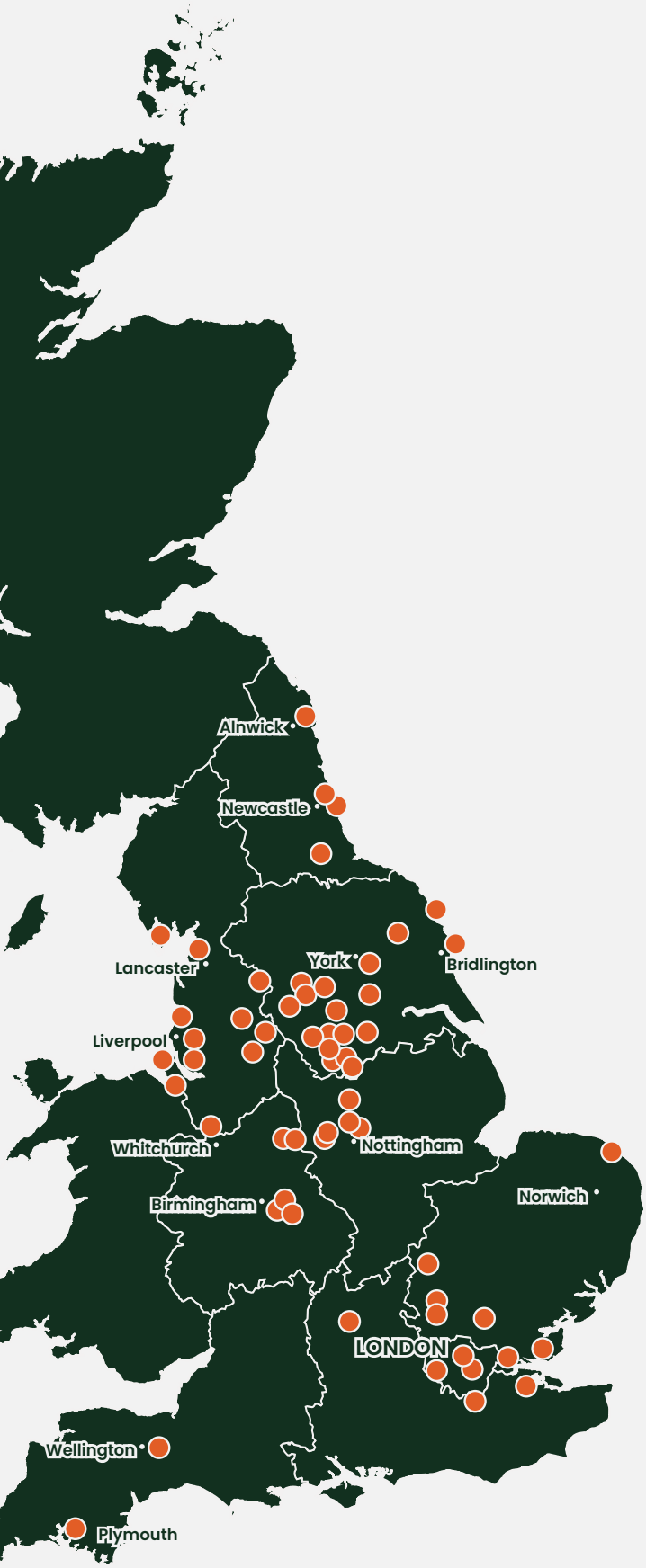
But the impact of our Professional Visits goes beyond the numbers. At the heart of the programme is professional generosity: colleagues giving their time openly, sharing what they have learned and creating opportunities for others to explore practice, exchange ideas and take learning back into their own settings.

That spirit was reflected strongly in feedback, with 100% of respondents saying they would recommend a Trinity Professional Visit to a colleague.



> *The staff who led the training were incredible. I was really impressed with the time they provided and how in-depth they went.*

Visitor feedback



The willingness to support was incredible. The literacy provision was inspiring.

Visitor feedback

Sharing practice beyond Trinity

19	Events Hosted
10	Host Schools
273	Total Bookings
94	External Trusts
150	Visitor Schools

Expanding our nursery provision

Supporting children early can have an impact that lasts throughout their education.

The expansion of it's two-year-old provision at Trinity Academy Whitehill represents an important investment in children and families.

High-quality early education supports language development, communication, social skills and school readiness while giving families access to trusted provision within their local community.

The expansion also creates greater continuity in children's educational journeys, enabling strong relationships with families to begin earlier and ensuring children can benefit from high expectations and expert support from the very start.



Kate Dearden, MP for Halifax, visited the new provision space for Little Blossoms.



> *Our aim is to give every child the strongest possible start, helping them develop socially, emotionally and academically before they begin school.*

Chris Kimberley, Principal of Trinity Academy Whitehill



A new building for a growing ambition

This year marked an important milestone for Trinity Academy Bradford, with the opening of its new 3,639m² block, significantly enhancing the facilities available to pupils and colleagues.

The new building provides a range of purpose-built teaching and learning spaces, including a new main hall, sports hall and changing facilities, kitchen and dining areas, alongside specialist spaces for art, design and food technology, and ICT. The development also includes improved outdoor areas and a multi-use games area.

The investment provides the academy with the space, specialist facilities and resources needed to support a broad and ambitious curriculum, while creating a high-quality environment in which pupils can learn and achieve.

Most importantly, the new facilities strengthen Trinity Academy Bradford's ability to deliver an exceptional education, giving teachers the environment they need to teach effectively and pupils more opportunities to develop their knowledge, skills and interests.

The new building represents a significant investment in the academy and provides the capacity and facilities needed to support its pupils and community for years to come.






RROR
DEVIL

£1.8m invested in improving our estate

Exceptional education requires environments in which pupils and staff can thrive.

We've continued to invest substantially in our estate during 2025/26, improving learning environments, maintaining buildings and developing facilities that will serve communities for many years to come.

Capital investment is not simply about buildings. Modern classrooms, specialist facilities, safe sites and well-maintained environments influence how pupils feel about their school and what teachers are able to deliver.

Across a growing estate, our approach is to invest strategically and responsibly, ensuring resources are directed where they can have the greatest long-term impact.

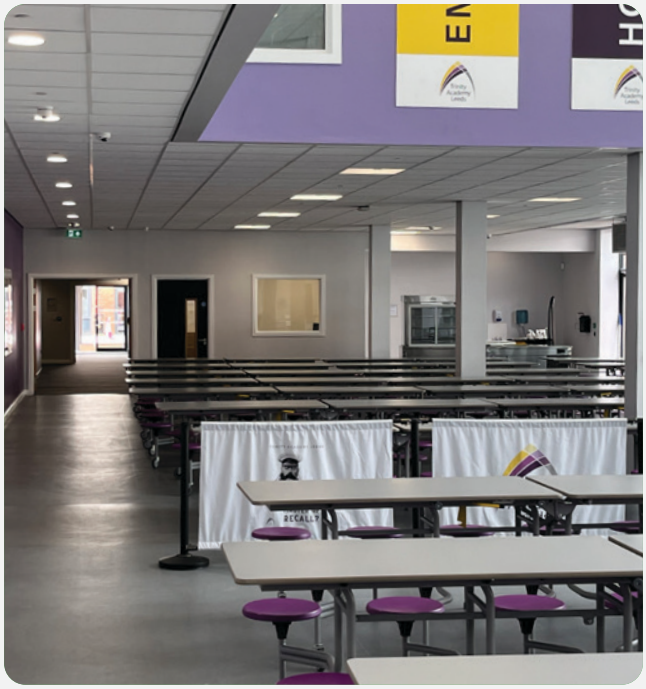




Trinity Academy Whitehill's new space for its two-year-old provision, Little Blossoms.



Refreshed playground floors at Trinity Academy St Chad's.



The new canteen space for pupils, Trinity Academy Leeds.



The newly installed SENCO Office, Trinity Academy Leeds.



Refreshed playground floors at Trinity Academy St Peter's.

Experiences that shape lives

At Trinity, education goes far beyond the classroom. This year, Trinity IGNITE has continued to give primary pupils opportunities to broaden their horizons, build confidence and enjoy experiences that help shape who they become.

Through a wide range of enriching opportunities, pupils are encouraged to try something new, discover their interests and develop skills that will stay with them long after they leave school.

Whether through sport, music, outdoor learning, volunteering or engagement with their local community, IGNITE helps young people build confidence, resilience, independence and a stronger sense of what they can achieve.







Trinity IGNITE Platinum Award

Building on the wider IGNITE programme, the Trinity MAT IGNITE Platinum Award gives pupils the opportunity to take part in a series of distinctive experiences that broaden horizons and encourage them to discover new interests and possibilities.

During the year, pupils took part in experiences including volunteering with Focus4Hope, where they supported work helping vulnerable people in the local community, and visiting Doe Park for outdoor and expedition activities. At Doe Park, pupils took on challenges including raft building, kayaking and canoeing, putting teamwork, resilience and problem-solving into practice in a completely different environment.

Together, IGNITE and IGNITE Platinum reflect our belief that every young person should have the opportunity to experience more, discover more and become more.







Trinity MAT Earthshot

Sustainability is one of the defining challenges facing the generation currently in our classrooms.

Through environmental education and initiatives across our academies, pupils are being encouraged to think critically about their impact on the planet and – importantly – to recognise their ability to create positive change.

Solar power – Investing sustainably

Trinity's environmental commitment is increasingly reflected in the way we manage our estate.

Investment in solar technology provides an opportunity to reduce environmental impact while improving the long-term efficiency and sustainability of our buildings. Alongside the financial benefits of generating renewable energy, projects such as these provide a visible demonstration to pupils that sustainability requires action as well as education.



Snapshot of our impact

50%	of sites equipped with EV charging
323	tonnes diverted from landfill
100%	renewable electricity supply









5	academies generating solar power
49	tonnes of food waste recycled
3	consecutive years of reduced energy consumption

Opening doors to opportunity

Trinity Scholars is designed to identify and nurture highly academically able pupils, providing additional opportunities, experiences and support to help them realise their potential and set their ambitions high.

A key part of the programme is raising awareness of the opportunities available at the UK's most competitive universities, including Oxford and Cambridge.

Through academic enrichment, university engagement and exposure to different pathways, Scholars are encouraged to see Oxbridge and other leading universities as realistic destinations, regardless of their background or circumstances.







The programme also introduces pupils to highly competitive routes including Medicine, Dentistry and Veterinary Science, helping them understand what these pathways involve and develop the knowledge, confidence and academic ambition needed to pursue them.

Once again this year, our young people achieved record-breaking results, opening doors to some of the country's most competitive universities, courses and future careers.

Across Trinity, students have secured university places and highly sought-after progression opportunities, demonstrating what can be achieved when high academic expectations are matched with the right support and opportunities.

TRINITY
SCHOLARS



Training the next generation of teachers

It has been another successful year for Trinity Institute of Education (TIE), as we continue to train and develop the teachers and leaders of the future while extending our reach across the region.

As an established Associate College of the National Institute of Teaching (NIOT), we are proud to work in partnership with the Calderdale and Kirklees Teaching School Hub (CKTSH) and the Yorkshire Rose Teaching Partnership (YRTP) to deliver our teacher training programmes.

These partnerships, alongside our network of schools, enable trainees to combine high-quality professional learning with valuable experience in the classroom.

Throughout 2025/26, TIE has continued to attract aspiring teachers across both primary and secondary phases, supporting trainees as they take their first steps into the profession. Our school-based approach gives trainees the opportunity to learn from experienced practitioners, develop their skills in different settings and put their learning into practice from the outset.

The strength of our partnerships also means TIE can offer trainees a diverse range of experiences while supporting schools across the region with the recruitment and development of the next generation of teachers.





Expanding into Leeds

Building on TIE's continued success, this September 2026 saw the opening of our new Leeds Hub, strengthening our established teacher training offer across the city and surrounding area.

TIE already works with trainees and partner schools across Leeds, but the new hub will provide a dedicated base for our training in the city. For aspiring and current trainees, this means greater access to high-quality professional learning closer to where they live, train and work, reducing the need to travel to our established Halifax Hub.

The new location will also bring TIE closer to its network of partner schools across Leeds, creating more opportunities for collaboration and helping us continue to build strong relationships with the schools and colleagues who play such an important role in developing the next generation of teachers.

Importantly, TIE will share its new Leeds office space with White Rose Education, bringing two parts of the wider Trinity family together in the same location. This will create new opportunities for closer collaboration, allowing colleagues to share expertise and develop more joined-up approaches across teacher training, curriculum, professional development and educational research.

Trinity Institute of Education

NATIONAL INSTITUTE of Teaching

Calderdale & Kirklees Teaching School HUB

Yorkshire Rose Teaching Partnership

Taking early maths further

A busy year for White Rose began with the expanded Reception Jigsaw trial, delivered in partnership with the Education Endowment Foundation (EEF) and the National Foundation for Educational Research (NFER). The trial saw White Rose Maths specialists travelling all over the country to deliver five in-depth sessions, providing early years teachers with everything they need to support children's early maths development. We're eagerly awaiting the results of the trial, due in May 2027.

This year also saw the expansion of the White Rose Champion Schools project. Schools from around the world were invited to apply to become a Champion School, giving them the chance to shape the future of White Rose resources and join a supportive community of maths and science leaders. The response was phenomenal, and 177 schools have now been approved as Champion Schools, spanning 24 different countries and five continents!

January saw the launch of the new and improved White Rose Infinity. The new product brings together a digital question generator and powerful data tracking to provide teachers with limitless fluency questions at their fingertips, alongside real-time insights into their class's progress.

In March, White Rose and Taskmaster Education teamed up on a special classroom challenge for schools to take part in! Announced by Taskmaster creator Alex Horne, pupils were tasked with revealing a secret number, with White Rose and Taskmaster Education goodies up for grabs. This was quickly followed by the release of brand-new resources for maths subscribers: a collection of tasks that inspires pupils to collaborate, think creatively, reason carefully and solve problems, with all the usual Taskmaster chaos.

More exciting news followed in May, as a strategic partnership was announced with Renaissance, a global leader in education technology, to bring digital White Rose Maths to life through the Nearpod interactive teaching and learning platform.





White Rose EDUCATION



Schools will be able to access White Rose Maths content seamlessly within the Nearpod platform, enabling teachers to deliver lessons that are interactive, inclusive, and responsive to student understanding in real time.

There was just time for a couple of exciting announcements before the school year ended. A new assessment tracker for primary maths subscribers will land in September, designed to help primary schools enter, analyse and understand their maths assessment data in one place. Looking further into the future, White Rose English will be released in September 2028 - an exciting new chapter for White Rose.

With new products, new partnerships and an ever-growing global community, White Rose continues to work towards its vision of world-class education for everyone, everywhere.



West Yorkshire Maths Hub

Our Maths Hub is one of 40 national Maths Hubs, led by Trinity Academy Halifax. We support mathematics teaching across Calderdale, Leeds, and Bradford, while driving NCETM's national Teaching for Mastery (TfM) programmes.

West Yorkshire Maths Hub (WYMH) – Improving mathematics at scale

Now entering its 12th year, the Hub has built an extensive network across the region, reaching 92% of schools, including 98% of DfE priority schools. To date, more than 4,400 participants from 612 settings have taken part in its Work Groups and professional learning communities.

Reaching every phase

The breadth of the Hub's work extends from primary through to post-16 and specialist provision, supporting teachers and leaders at different stages of mathematics education.

During 2025/26, 57% of schools across the region participated directly in a Maths Hub project.



Engagement across the region

96%	of primary schools
88%	of secondary schools
81%	of specialist settings
64%	of post-16 providers

Integral to RISE delivery

MATHS HUBS
WEST YORKSHIRE

Building expertise across the region

At the heart of the Hub is a growing community of mathematics leaders. Local Leaders of Mathematics Education (LLMEs) from 43 partner organisations help share expertise, strengthen collaboration and build capacity across West Yorkshire.

This is complemented by Targeted Support in Mathematics, now in its third year, which has provided bespoke support to 83 schools, alongside continued partnership with the Department for Education's Regional Improvement for Standards and Excellence (RISE) programme.

Across primary and secondary education, programmes have focused on the areas that can make the greatest difference in the classroom – from SEND, problem-solving and curriculum development to Securing Foundations at Year 7 and Developing Multiplicative Reasoning.

Through its growing network of schools, specialists and partners, WYMH continues to turn national expertise into local impact – strengthening mathematics education for thousands of pupils across West Yorkshire.



Creating opportunities – Duke of Edinburgh Award

Across Trinity, students are working towards different levels of the Duke of Edinburgh Award, taking on experiences that extend well beyond the classroom.

Through volunteering, physical activity, developing new skills and completing expeditions, DofE asks young people to commit to something over time, work independently and as part of a team, and take responsibility for completing their own award.

At Trinity Sixth Form Academy, that journey extends to Gold, the highest level of the Duke of Edinburgh Award and an opportunity currently unique within our Trust. Students can also complete Silver where appropriate, while those aged 16 and over can enrol directly onto Gold without having previously completed Bronze or Silver.

The academy's expeditions take place across the Calder and Worth Valleys, helping to keep the programme affordable and accessible while encouraging students to explore and appreciate the landscape on their doorstep.



Trinity Academy Halifax's Year 9 DofE students camping.



Trinity Sixth Form Academy DofE students ready to embark on their travels.


DofE
THE DUKE
OF EDINBURGH'S
AWARD



Celebrating gold at Buckingham Palace



In May 2026, current and former Trinity students travelled to Buckingham Palace for the Gold Duke of Edinburgh Award celebration.



The event recognised the commitment required to complete Gold and gave students the opportunity to celebrate their achievement alongside fellow Award holders from across the country.

With students progressing through different levels of DofE across Trinity, the programme continues to provide experiences that complement their education and give them something significant to work towards and achieve.



THE DUKE OF EDINBURGH'S AWARD

The Turing Scheme

Through the Turing Scheme, we're continuing to create opportunities for pupils to experience other countries, cultures and ways of life.

International experiences can have a profound impact on confidence and independence. For many pupils, travelling overseas with school represents a significant first: a first flight, first journey abroad or first opportunity to experience another culture directly.

These experiences develop far more than geographical knowledge. Pupils learn to adapt, communicate, problem-solve and see their own place in an increasingly connected world.

The programme is another example of Trinity using its collective strength to create opportunities that broaden horizons and ensure enrichment is accessible to young people from all backgrounds.

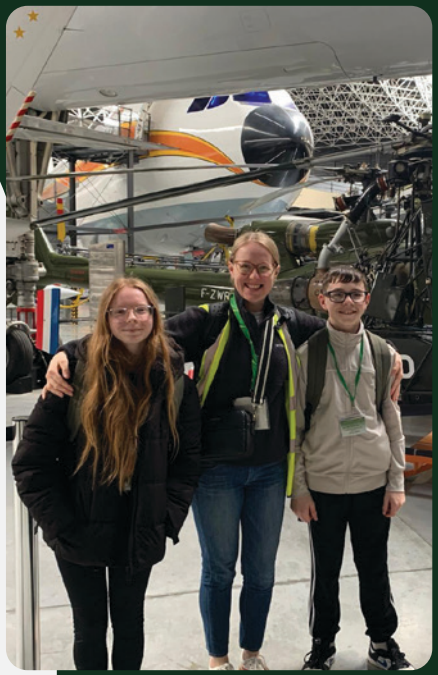
TURING SCHEME



Forty-seven students embarked on an unforgettable trip to Toulouse and Carcassonne, France.



Inside the Château Comtal, Carcassonne, France.



The Musée Aeroscopia in Toulouse, France.



Students from three of our primaries on their adventure in Cantabria, Spain.



Visiting Carnot Square to see the famous Neptune fountain in Carcassone, France.



Students from Trinity Academy Halifax and Trinity Academy Cathedral looking towards the Château Comtal, France.

Apprenticeships across our Trust

For some of our young people, leaving Trinity is only the start of their next chapter with us.

Across the Trust, apprenticeships are creating opportunities for people to begin their careers, develop practical skills and gain recognised qualifications while learning alongside experienced colleagues.

Many of our apprentices previously attended Trinity schools. Returning as colleagues gives them the opportunity to build on their connection with the Trust while taking their first steps into professional life.

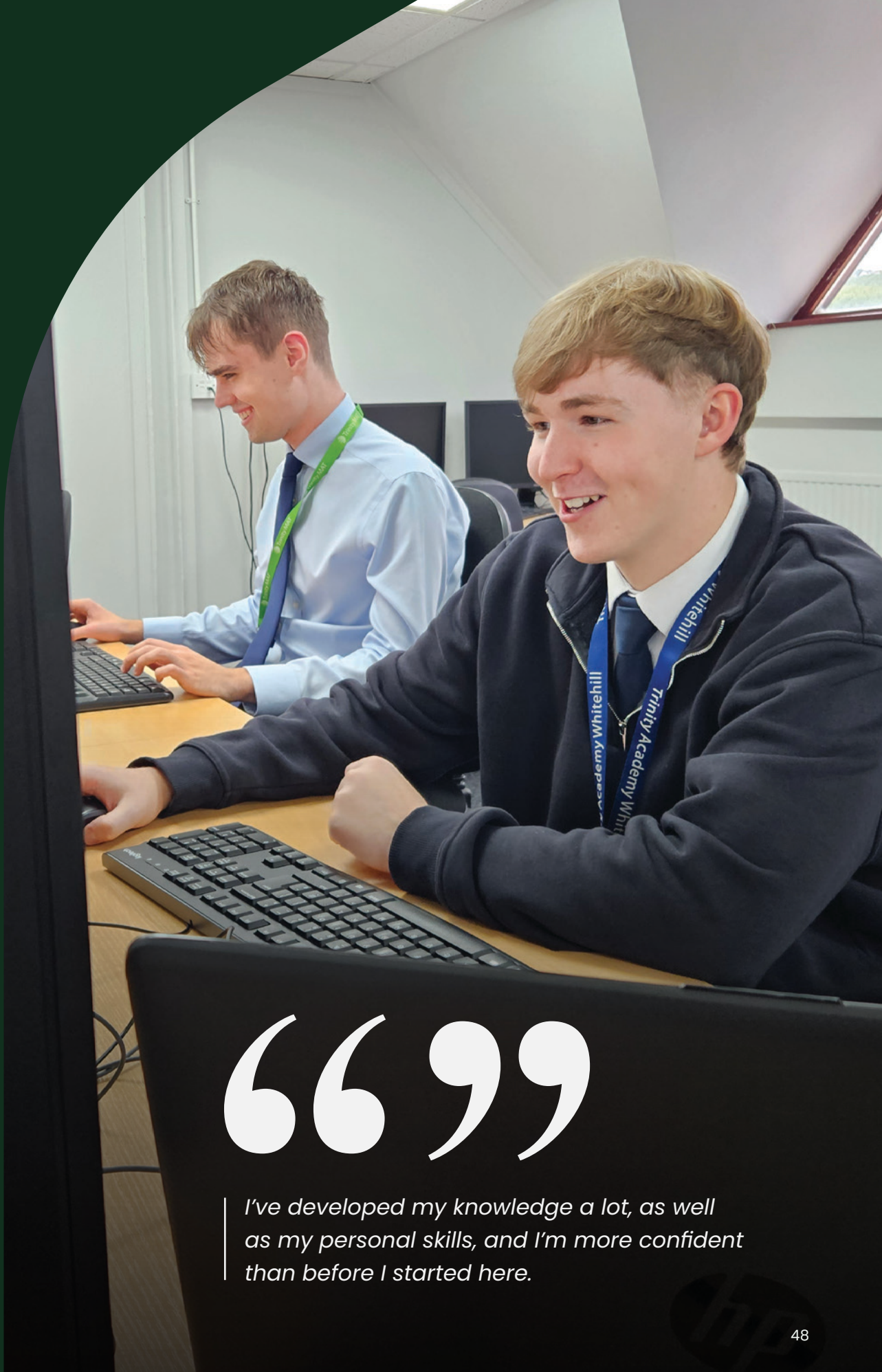


> *I've learned a lot in a short amount of time.*

From digital and administrative roles to opportunities across our academies and central teams, apprentices gain meaningful experience, responsibility and support as they develop.

For Trinity, it is also an opportunity to invest in local talent and help young people build careers within the communities they already know.

> *Learning alongside everyone has been great.*



I've developed my knowledge a lot, as well as my personal skills, and I'm more confident than before I started here.

Trinity

Making a positive difference to the lives of as many young people as possible.

THE CHURCH OF ENGLAND

trinitymat.org