



Assessor's Evaluation for the IQM CoE Award



School Name Trinity Primary School
La Route de la Trinité
Trinity
Jersey
JE3 5JP

Head/Principal Mrs Katy McMahon

IQM Lead Mrs Sally Sleath

Date of Review 26th March 2026

Assessor Dr Kenny Frederick

IQM Cluster Programme

Cluster Group Inclusion South East

Ambassador Dr Kenny Frederick

Next Meeting 12th June 2026

Meeting Focus Trinity and Les Landes will host the meeting and share their practice

Cluster Attendance

Term	Date	Attendance
Summer 2025	30 th April 2025	Yes
Autumn 2025	13 th November 2025	Yes
Spring 2026	21 st January 2026	No
Summer 2026	12 th June 2026	Joint Hosts this summer

Evidence

- A Learning Walk
- MITA documentation
- Lesson Guidance for meeting the needs of SEN children

Meetings held with:

- Deputy Head (SENCo)
- DSL and Deputy DSL
- Early Years Lead (EY SENCo)
- Teaching Assistants
- Teachers
- Pupils
- Parents

Evaluation of Targets for last 12 Months

The school set itself a number of targets the first of which was to ensure that adaptations for all children (in each class) are used effectively to support engagement and progress in academic learning. All classes now have a whole class adaptation sheet which notes children that are on the SEND register, MLL, JP and any key adaptations. The school made good use of the National College training on Wave 1 Adaptations. I was able to see the way the teachers were using the different adaptation strategies as we dropped into lessons during my visit.

The next steps are for staff to continue to build the information on adaptations sheets. In addition, the school aims to review the impact of the adaptation sheets with staff at end of summer term. This information will be used to support handover for next year's teachers. The school are also planning to reintroduce SEND drop-in sessions with the SENDCo support classroom practice.

MITA (Maximising the Impact of Teaching Assistants) has been introduced and extensive training has been provided for Teaching Assistants. The aim is to ensure that teachers and TAs are effective in supporting the children who need support and particularly in terms of supporting adaptations in class. I was able to speak to some of the TAs who had undergone this training and to one who delivered some of the training. I was told this programme is very effective.

The next target was to embed the My Happy Mind programme across the school. This is a programme designed to help children regulate their behaviour and to adjust their moods. It has been in place for over a year and all staff have been trained but the new teacher has been inducted this year. All the children and staff I spoke to were full of praise for the programme. They find it very supportive. Parents have access to the MHM App and QR code so that they can use the same strategies at home which is particularly important for neurodiverse children who may have problems with regulation. The school informs parents through every means possible and encourage them to use the App. The Family Engagement Worker will continue to share the My Happy Mind resources with families, supporting identified need. There are 72 parents now signed up to the app, using the school's subscription so that they are able to use the content at home for themselves and their children.

The Inclusion Team are now looking at the new 'My Happy Places' toolbox of strategies and comparing it with The Zones of Regulation Toolbox to decide which works best in Trinity School. They may decide to combine the two programmes. The Mental Health Lead Teacher last year shared the MyHappyMind at an island Wellbeing meeting which did result in other schools being interested and some are now using it.

The final target was to continue to develop inclusion in the Early Years through assessing the need of pupils and adapting support effectively in order to meet that need so that the children continue to make progress. The cohort of children coming in is increasingly vulnerable and staff are skilled in observing them and identifying children who might be a cause for concern. Following advice from SEMHIT, we are using 'Playboxes' in order to support shared attention. A number of Teaching Assistants, plus the EY SENCo and SENCo have completed the online training for this.

The MITA training programme has been used to upskill TAs and there has been a range of training provided for Early Years support staff. A Teaching Assistant currently supporting in the Early Years has been promoted to a level 6 and has an afternoon built into her timetable weekly for additional training. The Early Years SENCo arranged for Gestalt Language Processing training for all teachers and TAs in June 2025, reacting to need in the Early Years. In addition, a Lead Teaching Assistant has built in time to her weekly timetable in order to continue to support staff with the Little Wandle Phonics programme.

All the targets set have been achieved in the time agreed. These areas will continue to be further developed going forward.

Agreed Targets for next 12 Months

Target 1

- Embed consistent, effective learning adaptations for children across the school in order to support engagement and progress in learning across the curriculum. This is a continuation of what has gone on this year but it is a developing learning process for Teachers and Teaching Assistants.

Comments - Inclusion needs to happen as much as possible in the classroom rather than children being taken out for interventions, therefore teachers and TAs need the toolbox and the skills to meet the needs of a range of individual children. Therefore, the target is appropriate.

Target 2

- Co-Create a School Behaviour Agreement with Children under the Headings: Be Respectful, Be Responsible, Be Ready to Learn and Be Safe. This involves a review of the systems used in the school and to ensure that all children are able to respond to a more relational approach to behaviour. The needs of SEND children and those with SEMH in particular are being developed with a more flexible adaptive system which is used throughout.

Comments - Behaviour across the school is excellent so this target came as a surprise, but it is aimed particularly at children who find it difficult to regulate their behaviour and the new system will be more flexible and kinder with less emphasis on punishments. A relational approach fits more with the ethos and culture of Trinity School.

Target 3

- Introducing OPAL into the playgrounds and outside areas. Establish a fully resourced and staffed OPAL (Outdoor Play and Learning) lunchtime play provision that encourages inclusive, imaginative, and physically active play for all children.

Comments - The pupils have been fully consulted and are very excited with this development. It is believed this will contribute to better behaviour after break time and lunch time when some students find it hard to settle back into learning and an expectation there will be less incidents to follow up.

The Impact of the Cluster Group (with details of the impact of last three meetings)

The school have been regular attenders at the Inclusion Southeast Cluster meetings and have sent different members of staff to the Cluster Away Days in London. The day hosted by Avenue School was focused on Attention Autism & Curiosity programme. It was also focused on meeting the needs of SEMH pupils, particularly Early Years. The school is trying to arrange training with ASCIT and have been in touch with local schools with ARPs that run this. They also brought back a Transition activity – ‘You are lucky to have me because...’ for each child from their previous teacher to their new teacher on transition days in summer term. In addition, the school is now using whole class adaptation overview sheets.

Whyteleafe School hosted the Autumn Away Day and the Headteacher and the Early Years SENCo attended. The focus was on Dual Coding, the role of the Family Support Worker and the signposting to supportive materials & resources. A book Recommendation: [The Kids' Guide to Staying Awesome and In Control: Simple Stuff to Help Children Regulate their Emotions and Senses : Lauren Brukner: Amazon.co.uk: Books](#). This book has been used as a prompt for staff supporting individual children, particularly in the Early Years.

The school were unable to attend our Spring Term Cluster Away Day but they are jointly hosting the Inclusion Southeast Cluster Away Day with Les Landes School in the Summer Term. They are also hosting a IQM Open House Afternoon in June 2026.



Assessor's Evaluation for the IQM CoE Award



Overview

The school is a one form entry school including the Nursery with 211 children on roll. There is a bulge class in Year 5 where there are two classes. The school is a popular one and numbers are looking good for the coming year. Currently there are 17 children in the Nursery.

There are seven children with RONs (Records of Need) and more in the process – potentially three in the Nursery. Many of the RON's are around neurodiversity, with some ADHD and autism. There are many other children with individual needs who have no formal diagnosis and some with a diagnosis but no RON. The school does all it can to meet all of their needs with or without funding.

Staff are amazing and are fully committed to inclusion. They tend to stay at the school for a long time and this is very reassuring for the children. Many of them send their children to the school.

The Deputy is also the SENCo and there is a SENCo Cluster on the island where they can meet each other. There are also meetings for DSLs to share their practice and their concerns. The Headteachers have created a small school cluster on the island where they can meet and work together.

The biggest barriers to inclusion is a lack of resources and a lack of choice school. There are very few specialist places on the island of Jersey. The school, in meeting developing need, has developed an informal resource base with bespoke timetables and curriculum, including phonics, social skills and so on. A group of adults are trained and spend time in there with individuals, based on relationships, in order that individuals are not over dependent upon one person. It may be that this provision is used to support other children with complex or additional needs.

Parents/Carers are generally very supportive of the school and of their children. There is an enthusiastic PTA who support the development of the school.

The Pupil Premium number is fairly low as most families have working parents but these are not necessarily on a high income.

Pupil Voice in the school is a priority and the Headteacher drives this. There is a Trinity Action Group (TAG) where all in the school are split into different Pupil Voice Groups. It is a sort of Pupil Voice collective and everyone is included and has their voice heard.

Safeguarding is another priority in Trinity School. The Safeguarding Policy is up-to-date and is based on the Jersey version of KCSIE. The newly promoted DSL is new to her post but has been working in the school for over ten years. She also teaches PHSE and is ELSA trained. She works closely with the Deputy Head who is also a DSL and the safeguarding team includes the Headteacher and Family Engagement Worker. They are all trained appropriately and all school staff receive annual safeguarding training and have regular updates. They use My Concern to record concerns and to keep relevant information. Staff report concerns straight onto My Concern. However, they will also



Assessor's Evaluation for the IQM CoE Award



share their concerns with one of the Safeguarding Team if they are unsure. There is additional advice and guidance available from a central team also. The Safeguarding Team meet weekly to make sure that children do not fall through the gap. The Local Authority/Jersey Education have recently provided some formal supervision for staff who had been hurt recently by a child. There is an annual Safeguarding Audit carried out by the central team. The Business manager keeps the Central Record which is also part of the audit.

Online safety continues to be an issue. The school recently ran a workshop for parents on the subject and were very pleased that 60 turned up. There are no immediate concerns but they want to prepare children for the future. Online safety lessons (in addition to eSafety lessons in Computer Classes) are delivered through the Jigsaw PHSE programme and through Project Evolve. The school is a Jigsaw Flagship school and PHSE is well embedded and is valued just as much as the academic subject curriculum is. My Happy Mind was introduced last year and is all about wellbeing. It has been very successful and popular with the children. The school have decided to use this programme in Nursery up to Year 2 and then just use the Jigsaw PHSE programme. The school has a comprehensive Wellbeing programme with a lot to offer, including Every Day Speech and a digital Zones of Regulation programme to supplement what is already there.

There is a Jig Saw Families Programme that runs for six weeks. They ran a pilot programme and the Family Engagement Lead has taken it on and run the sessions. It was very popular with parents and they are running another session next term.

Good attendance is strength of the school but persistent non-attendance is regarded as a safeguarding concern and treated accordingly. There are very good systems in place for children with less than 95% attendance. They look for patterns and record very action taken and its impact on the attendance of the individual pupil. The school does not routinely undertake home visits in response to non-attendance. Instead, it follows established procedures, which include contacting families and known contacts, and seeking guidance from the Children and Families Hub where appropriate. The school also works in collaboration with the central Educational Welfare Officer (EWO) Service. Home visits may, however, be undertaken where there is a clear benefit in supporting a relational approach with a child and their family, and where this is considered to best meet the needs of those involved. Home visits are the norm for children coming into Nursery or Reception.

Some parents have no idea that there is a problem or concern with attendance and it comes as a shock to them when the school raise it with them. Home visits and Stay and Play sessions help the staff to see the children in their own setting and with other children. They use Tapestry to communicate with parents. The Nursery staff are very experienced and spot children requiring additional support very quickly. The Reception Team a newer team but are good at finding out information and use the National College training which has been really helpful.

Adaptive teaching is a way of life in Nursery - It's just what they do! There is a Speech and Language Therapist who comes in and holds training for staff who then carry out the suggested therapies with the children. The school works with a number of different



Assessor's Evaluation for the IQM CoE Award



agencies. Rising need in the Early Years includes some children who are non-verbal. Staff have had to learn how to use communication boards and to learn new ways to communicate with the children. They use visual resource as much as possible.

PLAYBOX (Like Bucket time) is used to help children to pay attention and communicate with the adult running the session. This has been really useful and is having a positive impact. It helps the adults build relationships with the children. It is almost impossible to show measurable progress with some children with specific needs but they use a system like Portage and tiny steps to track progress (along with staff knowledge of the children) to set targets and the use Development Matters and different focus weeks according to the children's interests to design the curriculum.

The school has invested heavily in training Teaching Assistants to work effectively with teachers in the classroom. They started using a training programme called MITA (Maximising the Impact of Teaching Assistants) in September which all TAs attended. The training was about scaffolding and working with children without being attached to them as a one-to-one support.

There are fourteen Teaching Assistants – one in every class plus a few extra who do interventions and work with smaller groups. I met with some of them and they showed me the workbooks and training materials and told me how useful it has been. They also make good use of National College training and there has been a positive impact on classroom practice. The training really helped the TAs to understand they could be independent and not have to ask the teacher everything.

The Teaching Assistants feel valued and appreciated and said Trinity School is a nice place to work in. They all get on well together with no divisions and hierarchies getting in the way. The school is flexible and family friendly and is very supportive. There is an induction programme for new TAs.

Transition from Year group to Year group happens on two different Move Up Days so they all move up to the next class on those days. The Deputy Head told me she had taken some ideas on transition from an IQM Cluster Group Meeting and they now have a set format for transition. Year 5 children with SEN or with vulnerabilities start transition to secondary school earlier.

SEN children have a Learning Passport that is developed alongside the children and parents and these are reviewed formally once a term. However, these are dynamic documents that can be changed at any time. The Trinity Toolkit has been developed to support.

Most teachers in the school are subject leads and the Headteacher leads the Curriculum Teams and the Deputy Head leads the Inclusion Curriculum team. Subject Leads work in teams & each team is responsible for two or three subjects. Two senior leaders are responsible for English and Maths. Subject leads monitor how the subject is being delivered and develop resources for teachers.

Teaching and Learning across the school is well organised and there are set timetables so Maths and English are taught at the same time. Teachers are not expected to produce

lesson plans but work from medium and long-term plans. There is a Trinity Toolkit for all subjects. Teachers mostly plan by themselves but subject leads support and they use lots of websites and share resources on SharePoint. Teachers have a lot of autonomy in the way they teach and this is important to them.

Having the opportunity to meet with a group of children is a chance to gather their views and to ask them how they feel included. The children were open and friendly and happy to talk. They told me that Trinity School was a great place to learn. They all feel safe and all could name someone in the school they could talk to if they were in trouble and needed support. They told me they loved the school because it is a good community and they all work together. They said the teachers and teaching assistants support them well and look after their learning and their wellbeing. They said everyone in the school is included and feel like they belong. They also said they liked the diversity of pupils and staff in the school. They were obviously very happy at school.

The teachers I met had a similar story to tell. They told me they feel valued and are listened to. They talked about the ongoing training and development they receive and contribute to. They like the curriculum teams that enable teachers to work together and this is the second year it has been arranged like this. They appreciate the investment in Art from the Jersey Government and the also the training and development provided which is designed to look at culture and global developments. Teachers have been involved in developing the curriculum and pointed to Trinity Writing as an example of a programme produced by the staff. They try to find different authors and texts to use across the school and worked on a cross-curricular Young, Gifted and Black project.

Teachers spoke about the different ways they are held accountable – a light touch that does the job. There is an open-door culture and there is trust in the leadership so accountability is ongoing but is not oppressive. A lot of training and development has gone into developing adaptive teaching in the classroom. Teachers understand that this is where inclusion happens – in the classroom. However, its not easy and the more support and training they have the better.

All staff have input into the SDP and if it is not working, they do not do it. There is a collective responsibility. Trinity School is a good place to work.

My final meeting of the day was with four parents/carers of children from Reception up to Year 6. Many had special educational needs and one parent had suffered a significant family bereavement.

They told me their stories and described their children and the barriers they face on a daily basis. They then went on to describe the way the school had supported them and supported them as parents/carers. One parent had two children with ADHD and Autism. Another was recently diagnosed with ADHD and is now on medication which has changed his life. As there is such a long waiting list for assessment the school did not wait around but put support in place before any diagnosis was made. The same parent has a younger child that is now being assessed. The school brought attention to his difficulties as he cannot sit still in class.



Assessor's Evaluation for the IQM CoE Award



The school puts in all the standard support measures in place but then do even more. They try to put things in place that are not always obvious to the child who may not want to be noticed or labelled.

Parents pointed out that as Trinity is a small school, everybody knows each other and this is good for their children. They are supported by the whole community. The welcome at the gate makes a huge difference especially when one of the children is reluctant to come into school.

The SENCo is really focused on her role and she leaves no stone unturned to try to find what works for the children. The Wellbeing Lead is another person who is always there to help and go above and beyond. The Pupil Passport is also very helpful and they get the opportunity discuss the progress made every term.

Class teachers were mentioned as being caring and going to great lengths to include the children, usually very discretely. The Caretaker was also mentioned as someone who is there to support the children.

All the parents I spoke to had been through the JigSaw Families Programme which they said was excellent. They all learned a lot by being part of this.

One parent told me the school were amazing through difficult circumstances. The support the school provides is ongoing and is much appreciated. They have been through the JigSaw Family programme with his older daughter and now his younger daughter wants them to do it again with her. They are more than happy to do so.

Trinity Primary School are a unique school who are committed to inclusion in all its forms. They have much to be proud of.

I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Dr Kenny Frederick

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd