



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 9th June 2025

Assessor Ms Kat Booker

IQM Cluster Programme

Cluster Group Inclusion South East

Ambassador Dr Kenny Frederick

Next Meeting TBC

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2024	November 2024	Yes
Spring 2025	April 2024	Yes
Summer 2025	TBC	TBC



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Evidence

- School tour
- School Website and policies
- IQM Self-Evaluation Report
- Jersey Schools Review Framework Pilot Report (2024)

Meetings held with:

- Headteacher
- Deputy Head, Inclusion Lead/SEND/CO/IQM Lead
- Inclusion Team - Early Years SENCO & Mental Health Lead
- Learning Support Assistants
- Parents
- Children



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Evaluation of Targets for the last 12 Months

Target 1:

- Develop the understanding and support of Inclusion across the Early Years
- Support a language shift in the Early Years to reframe the language of inclusion

Next Steps:

- Research and introduce Attention Autism
- Create a training package for the Early Years staff team for September to meet rising need as well as some new staff

Target 2:

- Teaching Assistants are used effectively in class to support pupil need and progress in learning
- Provision in classes meets the needs of all pupils

Next Steps:

- Continue to engage with the MITA Programme
- Create a training package for Early Years Support Staff
- Create a training package around confidence in maths – based on TA surveys
- Utilise National College training
- Use of adaptation sheets to support staff knowledge of children in the class and ability to meet their needs

Target 3:

- Whole school introduction of My Happy Mind

Next Steps:

- Year 6 – to use transition journals from beginning of the year
- Ensure new staff have MyHappyMind training in September
- Family Engagement Worker to share information with families that she supports



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Target 4:

- To increase mental health awareness and wellbeing support within the school community

Next Steps:

- Continue to increase awareness of mental health language within the school
- Embed the wellbeing referral and triage system into the new school year – share with new staff



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Agreed Targets for next 12 Months

Target 1

- Adaptations are consistently and effectively implemented across all classes to support every pupil's engagement and academic progress.

Comments

Trinity Primary School has set out a clear and strategic plan to strengthen adaptive teaching across the school. Each class will use a whole-class adaptation sheet to record key contextual needs—such as SEND, MLL and Jersey Premium—and the adaptations in place to support engagement and progress. Staff will access targeted training through the National College on Wave 1 strategies, alongside MITA training to improve collaboration between teachers and TA's. The rescheduled Adaptive Teaching training with Alex Quigley will further embed evidence-based practice.

Implementation will be supported through the school's peer coaching systems, while Inclusion learning walks and consistent tracking systems will monitor impact. Leaders are also encouraged to gather pupil feedback on adaptations, possibly through the School Council or TAG groups, to enhance both pupil voice and staff insight. The SENCo's enrolment on the NPQSL will strengthen leadership capacity, and the school should consider sharing its adaptive teaching work at a future cluster meeting to contribute to wider professional learning.

Target 2

- Ensure MyHappyMind is embedded consistently and used effectively throughout the school.

Comments

The school has set out a clear and structured plan to further embed the *MyHappyMind* programme across the school community over the coming year. From September, all classes will begin the programme from the start, and all new teaching staff will complete the relevant training to ensure consistent delivery. New intake families will receive *MyHappyMind* information, including a QR code for app access, and the school will continue to promote home engagement through newsletters and social media. Monitoring of family engagement with the app is also planned, with the Family Engagement Worker playing a key role in sharing the programme through her work with families and within Jigsaw Families sessions.



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During the review, we discussed how this universal roll-out provides a strong foundation, but that further work is needed to align the programme with existing self-regulation approaches already in place. Currently, each classroom includes a regulation area with a toolbox of resources drawn primarily from *Zones of Regulation*. The Inclusion Team plans to review these toolkits in light of *MyHappyMind*'s new *MyHappyPlaces* resources, considering whether an amalgamated or standalone approach would best suit Trinity's context. This will ensure children are supported by a consistent emotional vocabulary and set of strategies, both in taught sessions and everyday routines.

We also discussed the value of developing a more robust approach to measuring the impact of wellbeing interventions. Trinity is exploring the use of the Goodman's Strengths and Difficulties Questionnaire (SDQ) across pupil, parent and staff versions to gain deeper insight, identify differing perspectives, and prompt professional dialogue. Finally, the SENCo intends to share the school's experience and progress with *MyHappyMind* at an upcoming island-wide SENCo meeting, contributing to wider professional learning.

Target 3

- Continue to develop inclusion in the Early Years – assessing the need of pupils and adapting support effectively in order to meet that need so that the children continue to make progress.

Comments

Early Years—Trinity Primary School has planned a range of targeted actions. These include the introduction of Attention Autism ('Bucket Time') to support a small group of pupils with autism and/or communication differences. During the assessment visit, we briefly mentioned how the involvement of families in early intervention planning could further strengthen this work. To expand upon this, staff may wish to check whether the bucket toys being selected are already familiar to individual children—either because they have experienced them previously or already own them. This simple check can help ensure that the objects used remain genuinely novel and engaging. The school also reflected on how families could be supported to try versions of Bucket Time at home, reinforcing key strategies and fostering consistency. The following resource, developed by another setting, could be used as model for adaptation: <https://tinyurl.com/family-attention-autism>

In addition to this, the school will continue to embed whole-class adaptation sheets, enabling staff to plan and reflect on the strategies that help all learners succeed. The Early Years SENCo will oversee individual documentation such as risk assessments, Records of Need (RoNs), Care and Management Plans (CMPs), Safer Handling Plans, and ILPs to ensure consistency and oversight. A strong focus has also been placed on staff development. This includes the roll-out of MITA (Maximising the Impact of Teaching Assistants) training and the co-design of a bespoke training programme for Early Years support staff by the Headteacher, SENCo, and Early Years SENCo. To support personalised target setting, Early Years staff will also be trained to use the AET (Autism Education Trust) framework, enabling more precise tracking of progress for pupils with SEND and helping ensure early interventions are both evidence-based and child-centred.



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

Trinity Primary School's recent engagement with the Inclusion Cluster Group reflects a renewed and strategic commitment to collaborative professional development. Although the school was not included in early communications and therefore did not attend initial meetings, this was through no fault of its own. Trinity has now been formally welcomed into a new four-school cluster group, comprising Avenue Primary Academy and another UK mainland school, alongside Trinity and a second Jersey-based school.

Since joining this group, Trinity has taken clear steps to engage meaningfully. The school attended its first meeting in April 2025, hosted by Avenue Primary Academy on the UK mainland. Despite the logistical challenges posed by travel, the team made the journey and returned with practical strategies that are now being embedded across the school.

Key developments stemming from that meeting include:

- The planned launch of Attention Autism (Bucket Time), with teaching assistants due to access specialist training in the coming weeks as part of a phased rollout. The school are confident that 'Buckey Time' sessions will start shortly afterwards.
- Refinement of transition strategies, drawing on approaches discussed within the group to better support vulnerable pupils during key points of change. This includes:
 - Plans are afoot for children to write a 'You're lucky to have me because ...' letters to their new teachers as a means to create positive affirmations.
 - Use of MyConcern data to shape PSHE provision, ensuring lessons are directly responsive to the needs and lived experiences of the school community.
 - The introduction of a whole-class adaptation sheet that will help the staff team to systematically plan, apply and review inclusive strategies within day-to-day teaching.

Leaders expressed enthusiasm about the cluster group as a professional learning community, while also raising realistic concerns about the financial and logistical burden of travel to mainland UK schools. This prompted a helpful dialogue during the assessment visit, where we explored alternative models for collaboration. Suggestions included showcasing best practice through videoconferencing, working more closely with local partner schools, and sharing insights and outcomes remotely across the wider cluster.



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We also discussed how less frequent, but more purposeful and well-structured engagement could help sustain a sense of connection and belonging across the cluster. Trinity welcomed this flexible approach, recognising that strong collaboration does not always require physical presence, but does benefit from clear intent, shared values and regular communication.

Looking ahead, the school is committed to remaining an active and reflective member of the cluster. Trinity's openness to learning, its proactive adoption of ideas, and its willingness to contribute to the wider network all signal a positive and sustainable direction for its ongoing inclusion journey.



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Overview

Trinity Primary School is a vibrant, nurturing and proudly inclusive one-form entry school, where the ethos of kindness, curiosity, and high aspiration is more than a set of values—it is lived practice. Situated in the heart of the Jersey community, the school serves 205 pupils and radiates warmth from the moment you step through its doors. As described in one external review, “The creation of an inclusive, welcoming community is the very essence of this school,” and this sentiment resonated throughout the visit.

Leadership and management at Trinity are a driving force behind its inclusive culture. The Headteacher, SENCo and wider Inclusion Team work in close synergy to ensure every decision places children at the centre. The three-person Inclusion Champions team is empowered to think and learn together, accessing online coaching and case studies to inspire new thinking. One parent, speaking about the support they had gratefully received from the school's Inclusion Manager, shared: “She was wonderful from the start. She never questioned what we told her. She asked us what we wanted and needed. She has always been wonderful.” Staff feel listened to, and this open-door, open-minds ethos has fostered a team who are both empowered and deeply committed. When teaching assistants asked for training to be restructured into longer, more meaningful blocks, leaders responded swiftly. As one TA noted, “Inclusion is important and comes from the top.”

Staff development is prioritised. All staff can access SEND Station and National College training, with time and cover arranged for both morning and afternoon sessions. Teachers use the MITA framework to reflect on how they deploy and collaborate with teaching assistants, and this has helped foster strong working relationships. “Leaders recognise that TAs really know the children,” one assistant said. Another added, “It's good to have someone to talk to,” in reference to the staff's wellbeing culture. This commitment to team development has created a stable, knowledgeable staff team with a shared ethos.

The school's inclusion journey has been long and deliberate, and its inclusive culture is now deeply embedded. A recent development is the introduction of a comprehensive wellbeing referral procedure flowchart. Designed to support swift and consistent responses, it removes bureaucratic delays and clarifies roles and responsibilities at each stage. This system ensures that children's needs are met with clarity, speed and care.

The school has also responded to local changes with innovation. In the absence of centrally allocated Family Support Workers in Jersey, Trinity has partnered with another school to jointly employ a Family Engagement Worker. This role uses the Family Jigsaw framework to support families holistically, offering both practical help and deeper learning. As part of this, families are offered access to training underpinned by psychological theory and understanding, enabling them to better support both their children and themselves. Children may be referred for sessions with the school's lead ELSA, while families engage with content designed to enhance emotional insight, communication, and resilience at home. One parent described how well-supported they felt: “They definitely listen to feedback.” This model has proved so effective that other schools are now using Trinity's approach as a template for their own practice.



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Parents and carers speak warmly about their experiences of inclusion and partnership. “They always try their best to accommodate,” one parent shared. Another highlighted the school’s proactive support around mental health: “The focus on mental health and wellbeing is at the centre of everything they do.” When concerns are raised, leaders act swiftly and sensitively.

Throughout the school, the values of respect, inclusion and empathy are threaded through daily life. Trinity’s Rights Respecting Gold Award status reflects this, with children taught about their own rights and those of others in a way that links directly to everyday actions. From whole-school assemblies to class charters and pupil-led initiatives, these values are not just displayed—they are lived. As the school’s website captures, “Trinity values, celebrates and learns about differences with kind curiosity.”

The curriculum is inclusive by design and reflects the diverse strengths and needs of the school community. Adaptive teaching is a consistent strength. Teachers adjust pace, language, tools, and approach according to children’s individual needs. Whether through soft starts, ear defenders, verbal scaffolding, sensory breaks, assistive technology, or standing tables for those who focus better while moving, pupils are supported to access learning meaningfully. Visual supports, personal toolkits and emotion check-ins are common features in classrooms. Teaching and support staff communicate regularly, and a weekly inclusion focus ensures timely support for any child on a Record of Need. “They come at your speed, guiding you gently through it,” one child explained, describing how staff tailor their teaching.

Children are articulate and engaged. They speak with confidence about their learning and show real insight into their personal growth and emotional development. In Year 6, pupils explored identity through reflective writing and silhouette artwork inspired by the book *Wonder*—a powerful text about the experiences of a marginalised child. As part of the project, children wrote positive descriptions of their peers, encouraging empathy, confidence and mutual appreciation. Discussions revealed a sophisticated understanding of difference and self-worth, with children recognising that we all bring different strengths to the classroom.

Throughout the school, emotional literacy is a visible and valued focus. Children speak fluently about their feelings, using consistent vocabulary introduced through programmes like *My Happy Mind* and *Zones of Regulation*. They confidently explain strategies for calming themselves and reflect on how their brains work when under stress. In one conversation, children spoke in detail about the regions of the brain and even referred to neural pathways, illustrating a deep understanding of how emotions affect learning and behaviour. As one child explained, “It really helps you to control your emotions,” while another said, “It helps people who learn differently and could show them a different way.” The phased introduction of *My Happy Mind* allowed for the gradual, meaningful embedding of its core principles. Although initial feedback from older year groups suggested overlap with existing PSHE learning, engagement has since grown significantly, and the language of well-being is now embedded across the school.



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Pupil voice is central to school life. Trinity Action Groups (TAGs) are empowered to lead school improvement projects—from enhancing reading spaces and outdoor play to shaping digital safety. These groups meet regularly and feed back into leadership decisions. One child noted, “They try to listen to everyone,” and another reflected on a visit to the States Chamber, saying it was “just a little taste of how things work.” Children debate, reason and reflect. “Debate is not an argument,” one explained, highlighting the respectful culture they help to create.

Behaviour and attitudes across the school are exceptional. Classrooms and shared spaces are calm and accepting. Pupils show emotional maturity and respect for one another. Each classroom has a Regulation Area, and children use tools from Zones of Regulation and My Happy Mind to reflect and respond to their emotional state. “100% he feels safe in this environment,” a parent said, and this was evident in both pupil interactions and the learning environment.

One example involved a child who was easily distracted—rather than preventing them from speaking out, a teaching assistant recognised this need and allowed the child to greet visiting adults as they entered the room. This simple but thoughtful strategy helped the child regulate and settle without distress. Similarly, the school ensures children access support at the right time—some pupils attend play therapy during after-school clubs when they are more receptive and able to engage. Whether in-the-moment classroom responses or carefully timed interventions, staff remain attuned to when and how each child is most likely to thrive.

Assessment at Trinity is thoughtful and rigorous. Staff use tools like the AET Progression Framework and B-Squared to set targets that are both measurable and meaningful. Crucially, the school recognises that progress can look different for every child. “We celebrate the little milestones—and sometimes, we make a big fanfare,” one member of staff said. Achievements are often celebrated spontaneously—through conversations at the gate, notes sent home, or via Tapestry—ensuring parents feel included and informed.

Transition support is another strength. From the Early Years to Year 6, children are supported through key changes with sensitivity and structure. Pupils take part in Summer School, extended transition days, and emotional preparation tasks. These include reflective writing activities and personalised self-regulation toolkits to prepare them for secondary school. Children clearly understand and value the support in place, which is another testament to the school’s thoughtful, pupil-centred approach.

The school’s extensive wraparound and enrichment offer is another area of strength. After-school clubs are varied and popular—and are now carefully structured to support emotional needs as well as interests. Some therapeutic provision takes place during these clubs to maximise pupil engagement. This programme has also widened access: the number of placements available to Jersey Premium children has significantly increased, supporting vulnerable pupils to engage more fully in school life.



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Community links enrich the inclusive ethos of the school. Trinity’s involvement in the island-wide tortoise sculpture trail—supporting the Durrell Wildlife Conservation Trust—demonstrates this beautifully. The prominent sculpture at the school entrance was part of a wider network of 65 tortoises created by groups across Jersey. The school also values nature-based learning. The Nature Garden is open all year, and Forest School sessions, curriculum-linked outdoor lessons and quiet reflective time are all accessed here. Puddle suits and wellies are standard kit, ensuring no child is excluded due to the weather.

In every corner of Trinity—from the expressive Early Years mud kitchen to the silhouette artwork and reflective writing of Year 6—the inclusive ethos is not just evident; it is joyful. With its values deeply embedded, its partnerships thriving, and its commitment to improvement ongoing, Trinity Primary School stands proudly as a beacon of inclusion within the Jersey community.

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: Ms Kat Booker

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Director of Inclusion Quality Mark (UK) Ltd