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## Jersey Schools Review Framework – Independent Report of Trinity School

La Route de la Trinité,  
Trinity,  
Jersey.  
JE3 5JP

Headteacher: Katy McMahon  
Review date: 23-25 May 2023

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### Summary

Children's best interests sit at the heart of the school. It is rare to find children so involved and playing such a central and pivotal role in shaping a school as they do here. Pupils' views are a significant factor in agreeing initiatives and in driving the school's development. Trinity Action Group meetings (TAG) are an impressive part of the school's strong promotion of pupil voice. Each and every pupil from Year 1 upwards is provided with regular opportunities over the academic year to express their views and shape the school's development in key aspects such as outdoor learning, health and safety, diversity, the environment, emotional health and e-safety.

Furthermore, the school's promotion of pupils' personal, social, health education (PSHE) and citizenship are incredibly strong. It helps to create a culture of kindness across the school and develops mature, thoughtful and considerate pupils by the bucket load. Staff and pupils have been invited to the UK to represent their school and to share their ideas, an appropriate recognition of the quality of practice in the school.

Relationships across the school are warm and friendly with staff taking the time to listen, value and respond to children's views and opinions. Teachers and pupils are proud to be members of the school and this is evident in the consistently positive attitudes in and around the school and in pupils' levels of achievement. Pupils achieve well so that results in reading, mathematics and writing compare favourably with Jersey averages. This is not at the expense of a narrow focus on the core subjects, the curriculum here is broad and balanced with pupils provided with regular and engaging opportunities to develop across the full range of subjects. Subject leaders' growing influence is helping to develop the quality of planning and implementation across the foundation subjects.

Senior leaders know well the strengths and areas for development of the school. Described in a staff survey as a 'transparent and inspiring leader', the headteacher underpins a strong and reflective leadership team. Her vision to extend the school's support into the local area has been helped by the local community and the work of the Advocacy Board. Summed up best in the words of a parental survey response, 'We are grateful to the school and the significant role it plays in our community.'

# Full report

## Achievement

- Pupils achieve well with results over time comparing favourably with Jersey averages, particularly in mathematics and reading. Teacher's implementation of the mathematics programme ensures pupils show age-appropriate conceptual understanding and in their calculation and problem-solving skills. Once new mathematical concepts are introduced, teachers provide regular opportunities for pupils to work independently to apply and reinforce their understanding. These activities are used particularly well in Key Stage 2 classes to deepen pupils' understanding of key concepts such as place value and operations of number. Moving forward, leaders should consider encouraging teachers to add greater challenge to some of these activities for those pupils that show a secure understanding of the concept, so that more pupils are extended to reach higher levels.
- Pupils show positive attitudes to reading. Pupils in Year 1 show a secure understanding of phonics when reading to an adult. Younger pupils use their developing phonological awareness confidently when reading unfamiliar words. Work in books and observed in lessons show pupils as increasingly confident writers, with recent initiatives to develop pupils' writing and spelling helping the majority of pupils to develop their writing skills well. Senior leaders are aware that some pupils have gaps in their writing skills and are providing appropriate interventions to support these pupils. A new planning approach in writing is helping to build and sequence writing activities so that pupils produce thoughtful and engaging written compositions.
- Robust systems support the monitoring of children's progress across the early years. Teachers have a clear understanding of children's strengths and next steps. Warm and supportive interactions, positive relationships and an enabling environment in the early years' classes ensure children are motivated and actively engage in play and learning. As a result, the majority of children in the early years make at least typical progress from their starting points, making strong developments in their literacy, numeracy, personal and social skills and their wellbeing.
- Pupils show a secure understanding of key historical facts and famous people and a developing understanding of the chronology of significant historical events. We noted how Year 1 pupils respond well to visual sources of historical information and show a strong recall of the key details relating to the Fire of London. Pupils in Y6 learn about different civilisations, and are able to make comparisons between Greek, Aztec and Mayan civilisations.
- Across the school, pupils demonstrate a sound understanding of geography. In physical geography, pupils compare cities and countries around the world and show clear recall of tectonic plates and how this knowledge links with the continents of the world. The effective use of an impressive website showing the location of every trading vessel afloat, helped Year 4 pupils to develop a sound understanding of trade. Working well in small groups, pupils confidently describe whether different foods found in Jersey are imported or exported. Pupils in Year 6 complete personal research about the different biomes of the world and evaluate the similarities and differences in climate between temperate and desert biomes.
- Displays in classrooms, corridors and the entrance area feature bright, attractive and detailed artwork. Across the school, art sketchbooks show pupils' developing awareness of tone using pencil and charcoal and of tint using pastels and paint. Pupils are regularly provided with opportunities to mix primary and secondary colours in exploring the colour wheel and in applying this knowledge through creative approaches to portraiture.

- The most recent assessments show higher-than-average proportions of pupils working securely in reading and mathematics in most year groups, with achievement in writing in line with Jersey averages. The challenge for leaders is to continue to ensure that, as pupils move to the next phase of their education, the proportion of pupils working securely across the core subjects increases to match those achieved by younger pupils.

## **Behaviour, personal development and welfare**

- A considerable strength of the school is evident in the very high levels pupils achieve in developing the qualities and attributes needed to thrive as individuals, family members and members of society. The school's vision and values capture the ethos of the school that in turn is heavily and positively influenced by the PSHE curriculum. Pupils make rapid progress in acquiring the skills, language and strategies they need in order to live healthy, safe, fulfilling and responsible lives within the school and the community.
- Pupils play a major role in the successful creation of a shared culture of kindness. In religious education, opportunities to compare and contrast key features of different faiths and religions enables pupils' sense of diversity, cultural richness and of the unity of mankind. Classrooms feature articles of Children's Rights with individual comments from pupils on how specific rights apply to them and how they inform their lives. Personifying the thoughtful statements on display, pupils are incredibly thoughtful, caring and active citizens.
- Pupils are an integral part of shaping school life; their views are highly valued and form a central part of action planning and in securing improvements. Regular Trinity Action Group (TAG) meetings involve each and every pupil from Year 1 to Year 6 and focus on a specific article in Children's Rights that relates to the area for school improvement.
- Government Ministers and members of the Advocacy group recognise the way that pupils contribute positively and affect change. They report with admiration about pupils' willingness to express their views and their desire to seek to continue to support and improve aspects of the school and community.
- Positive relationships between adults and children are a feature of the school. Pupils' welfare is highly valued, pupil safety is held in high regard and positive relationships secure high levels of wellbeing and trust across the school. A good example of this, whilst an adult delivered and helped a group of young children to record 'helicopter stories', they were simultaneously extending their arm around another child to provide reassurance and comfort.
- Pupils are very well aware and know how to keep themselves safe, including when online. Parental and staff surveys are incredibly positive about the school, with every one of the many parental responses agreeing that their child feels safe at this school.
- Pupils are proud to be part of their school and have many positive examples of this in their approach and in the respect, they hold for each other. Pupils in discussions and in their answers to questions in lessons, demonstrate increased confidence in responding and show themselves to be curious, reflective and perceptive individuals.
- Pupils behave well and participate well in lessons, occasional lapses in concentration are sensitively handled. Learning activities across the school are characterised by pupils' willingness to share, take turns and cooperate well with each other. Children in Nursery and Reception classes are kind to each other and clearly enjoying being in each other's company.
- Pupils' conduct is exceptional around the school corridors and stairways as they enter classrooms and when attending assemblies.

## Effectiveness of teaching

- Strong respectful relationships between pupils and class teachers are a typical feature across the school. Supportive and warm relationships ensure children in the early years have a positive association with learning and show confidence, respect and curiosity. Staff are developing pupils' use of oracy and encouraging them to present their ideas, support their opinions and explain their strategies.
- The pace of teaching and learning across the school is, in the main, brisk, so that pupils are quick to apply themselves and work productively. Learning activities are well structured so that pupils are taken through key concepts step by step, this approach is of particular benefit to pupils with special educational needs and/or disabilities (SEND). As a result, pupils are positive about learning and retain key knowledge and skills well.
- There are notable strengths in teaching, particularly where teachers make very effective use of a range of assessment techniques to promote pupils' understanding. Pupils make rapid progress where teachers are adept at scanning the class, and in moving around the room to sit alongside individual pupils to review their work and correct misconceptions.
- Teachers make good use of strategies to share examples of pupils' work. We noted how pupils respond positively when they are provided with examples of a 'good' piece of work. Where teachers pause a lesson and ask pupils to read out and share examples of their work, pupils are set clear expectations. The context of the school's supportive learning environment is such that pupils are keen to respond and improve their own work.
- Teachers make effective use of information technology to engage pupils. We observed at first-hand how pupils' understanding of geography and their development of writing skills were deepened through access to relevant apps and websites. An assembly attended by parents, showcased iMovies of pupils' recent visit to Jersey Zoo. The assembly, provided pupils with the opportunity to proudly share their experiences, learning and achievements with their parents.
- Pupils receive caring and considerate support from teaching assistants so that pupils make particularly strong progress in developing their personal, social and emotional skills. Staff complete a daily feedback sheet that helps to identify where pupils have progressed. Teaching assistants have responded well to high quality training so that they are helping to boost pupils' reading. Leaders should consider some further training and support for teaching assistants, particularly those new to their role, to extend support for pupils' learning.
- Teachers have responded well to recent training to develop provision for pupils with SEND within the classroom. Pupils with records of need (RoN) are provided with visual timetables and individualised provision that is adapted appropriately to meet their specific needs. Teachers undertake a cycle of planning and reviewing provision for pupils with SEND and are developing greater precision in their target setting.
- In early years classes, children are motivated by their interests and staff respond quickly to children's questions. Staff in Nursery and Reception have worked hard on developing the outdoor area. Children enjoy opportunities to perform on stage, outside and complete activities that develop their understanding of the natural environment such as planting and growing. Additional resources and encouraging staff to seize on opportunities as they arise, would help to extend opportunities for children to investigate and explore, such as around the water play area to encourage children to explore pouring, measuring and capacity.

## Effectiveness of leadership and management

- This is a school well led. The headteacher is highly organised, rigorous and carries with her an unwavering determination to resolve areas that others might skirt around. Her quiet, fair minded and supportive approach empowers staff and pupils and brings out the best in those around her. Several different comments in the staff survey describe her thoughtful, caring and sensitive approach, and recognise that this approach is also suffused with clear expectations. A very close and supportive staff team are all immensely proud of being part of the school.
- Senior leaders, staff and members of the Advocacy Board have ensured that children's views and opinions sit at the heart of this school. The considerable strengths in pupils' personal, social and emotional development and the overriding emphasis placed on listening to children are a key part of Trinity School. The instigation of TAG meetings involving every pupil from Year 1 onwards, is particularly innovative and embodies the school's approach in placing children first.
- The newly appointed deputy headteacher has quickly fitted in, her approach complements the ethos of the school. She is developing her role as an integral part of the leadership team as an enthusiastic and knowledgeable SENCo. Initiatives are helping to hone individualised target setting for pupils with SEND. She has drawn on her experience to introduce assessments for those pupils with specific learning needs. Parents of pupils with SEND are appreciative of the part she has played in accessing external specialist professionals, with parents reporting how the input has helped to develop their understanding of the needs of their child and shape their interactions. Next steps in developing provision for pupils with SEND are to prioritise supporting teachers to embed the planning and review cycle and to ensure greater precision in target setting to further drive the progress of pupils with SEND.
- Safeguarding is effective. Staff ensure wellbeing is at the heart of the school and they help to provide a safe and welcoming environment where children are respected and valued. The Designated Safeguarding Leaders (DSLs) have a close working relationship with parents and look to find the best ways to engage and support families, impacting positively on pupils' safety and wellbeing. Child protection policies support staff and volunteers well in understanding their roles and responsibilities and in maintaining a vigilant approach to safeguarding. Staff at all levels understand and follow procedures to ensure children receive early help and effective support and protection.
- Senior leaders have successfully developed the capacity of subject leadership across the school. In this small school, senior leaders have worked decisively to provide each subject leader with dedicated time to regularly monitor the implementation of their subject. Monitoring opportunities that have provided subject leaders with a more informed understanding of the strengths in their subject and of the areas to address. The staff team have responded positively to the encouragement, support, guidance and coaching they receive from senior leaders and now produce annual evaluations and actions plans aimed at developing their subject area. The next step is in encouraging their monitoring of implementation against long- and medium-term planning to ensure a well sequenced curriculum across the school from pupils' starting points in the early years.
- The early years leader is part of a dedicated early years team who have worked closely together to improve outdoor learning opportunities and who provide strong support that develops children's confidence and self-esteem. Senior leaders are keen to ensure the whole team continue their journey in deepening their understanding of non-statutory guidance and the early years framework and to enable staff to drive further improvements in provision and the curriculum.

- The school's Advocacy Board provide additional impetus in developing the school as an integral part of the local community. Board members bring a wide range of expertise and professional experience that is used purposefully to access funding and to involve the Jersey community. The Board have been an integral part of the school's plans to provide additional support for families in the community. The Board, along with a determined group of pupils, are part of the school's drive to provide a safe and permanent road crossing that would open up access to the local sports field and ensure an entire class of children can cross in relative safety. Pupils, staff, the Advocacy Board and parents eagerly await a response to this request.
- An innovative after-school provision embodies the school's care and promotion of children's wellbeing and welfare. The headteacher has developed provision to meet the statutory care requirements by drawing on flexible deployment of staff to provide specific clubs and activities. Pupils clearly enjoy the activities on offer that take place in a continuation of the warm and friendly approach seen across the school day. Parents value opportunities to access before and after school provision that fits in well with their work requirements and appreciate the activities on offer after school which help to broaden the curriculum. In the words of one parent, 'after school clubs have been a fantastic addition'.

## Recommendations

The school should take the following actions:

- Further increase the levels of challenge for children and pupils by:
  - providing additional activities that extend more able pupils, particularly in mathematics and writing
  - embedding the cycle of planning and review to provide precise targets that ensure the rapid progress of pupils with SEND.
- With the support of senior leaders, continue the progress of the early years team in maximising opportunities to extend children's knowledge and understanding across all areas of learning, both indoors and outside.

## Information about the school

**Age range of pupils:** 3 to 11

**Gender of pupils:** Mixed

**Number of pupils on the school roll:** 199

**Headteacher:** Katy McMahon

**School telephone number:** 01534 864085

**School website:** [www.trinity.sch.je](http://www.trinity.sch.je)

## Contextual information

- Trinity School has a Nursery and one class in each year group, other than two classes in Year 2.
- In 2022, the proportion of pupils eligible for Jersey Premium in the school was around half of the average for all Jersey primary schools.
- 15% of pupils have a home language other than English, half of the average for all Jersey primary schools.
- In the academic year 2021/22, the proportion of pupils identified as pupils with a Record of Need was broadly twice that of Jersey primary schools, with the proportion of pupils with special educational needs support around half that of Jersey primary schools.

## Information about the review

- Reviewers visited lessons (or parts of lessons) and scrutinised pupils' work in books across all year groups.
- A sample of pupils' work in English, mathematics, art, history, geography and religious education was considered.
- Discussions were held with groups of pupils about their views of school life and the way the school ensures their safety and wellbeing.
- A small sample of pupils read to reviewers and discussed their reading.
- Pupils were observed during break times and as they moved around the school.
- A tour was made of the school's site to check its security and safety.
- Extended discussions were held with school leaders at various levels.
- The school's published assessment information and data were analysed and taken into account.
- A wide range of documents were considered.
- The review considered the results of surveys of parents and staff.

## The review team

Led by an experienced off-Island school reviewer, there were a total of 4 reviewers in the team.

Enquiries about this report should be addressed to Head School Improvement & Advisory Service, Children, Young People, Education and Skills, Highlands Campus, PO Box 142, St Saviour, Jersey JE4 8QJ.