



CLUSTER TRANSITION PLAN

2024 – 2027

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PRIORITIES 2024 - 27

- Ensure robust transition arrangements for all partner pupils into Ysgol Bro Taf
- Ensure that the mandatory duties for reporting to parents and carers, as set out in the 2022 Provision of Information regulations are carried out effectively
- Develop a cluster portfolio to support the progressive development of skills
- Improve parental engagement to enhance learning experiences and skill progression
- Strengthen STEM knowledge, understanding and skills for all partner pupils
- Support the development of language skills within Spanish for all partner pupils into Ysgol Bro Taf

Priority 1		Ensure robust transition arrangements for all partner pupils into Ysgol Bro Taf		Success criteria		<ul style="list-style-type: none">All cluster schools will support and engage with the cluster transition programme.Nearly all pupils in the cluster will engage will transition opportunities throughout Year 5 and 6.Nearly all pupils who apply will have spent significant time in the school in preparation for joining.A majority of parents/carers from partner schools will attend Ysgol Bro Taf and meet relevant staff.Many teachers will be involved with transition opportunities.Very few pupils will join YBT without any data or relevant graduated response.	
Rationale		<p>Self-evaluation processes are telling us that:</p> <ul style="list-style-type: none">An intake of 175 for Year 7 in September 2024 was a positive start but the aim is a minimum of 180 by September 2025.Year 8 cohort is currently 127 which is the lowest across Middle and Upper School. The aim for September 2025 is to have a middle school of at least 350 pupils.The data shared between partner schools in preparation for September 2024 was inconsistent and varied in detail across the cluster.More engagement with Year 5 is vital for effective transition engagement with the wider community.					
Inspection area(s)		IA1	Leadership by		KRP	Monitoring by	KO
Complete		On target		At risk		Not on target	
Sub-objective		Actions required	Actioned by	Milestones / Timescale	Resource implications	Progress	Monitoring and success criteria
1	Develop effective communication with partner schools.	<ul style="list-style-type: none">Half-termly cluster heads meetings. Link set up between Year 6 teacher and Head of Middle School.	SLT and primary headteachers	June 2025 June 2026 June 2027			All partner schools participate in half-termly transition meetings. Positive collaboration evident in minute meetings.
		<ul style="list-style-type: none">Use of Microsoft teams to share information / resources	MT	September 2024			Feedback from partner schools indicates improved understanding of transition processes and curriculum expectations. Communication is

							created and actively used by at least 80% of staff involved.
		<ul style="list-style-type: none"> • Create a transition calendar for Year 5 and 6 events. 	KRP	July 2024			Calendar is created and shared with staff in the summer term prior to the new academic year. This will allow for any amendments to be made. Data meetings calendared to share relevant information about incoming pupils.
		<ul style="list-style-type: none"> • Develop a standardised format for gathering and sharing pupil's information including academic and wellbeing information. 	KRP	June 2024			Half-termly cluster meeting which will provide opportunity for a universal data collection form to be agreed that can be used effectively across partner schools.
		<ul style="list-style-type: none"> • Develop a consistent graduated response document that will be used across the cluster and effectively transferred between schools. 	KRP/CF/KO	June 2024			Half-termly cluster meeting - all staff to agree a universal graduated response that can be used effectively across partner schools.
2	Create a transition programme which provides opportunities for both academic development and well-being support	<ul style="list-style-type: none"> • Provide transition day's which will allow curriculum opportunities in different areas of learning. 	KRP Head of AOLE's	Ongoing			Cluster pupils will experience every area of learning by the end of Year 6 which will include: Expressive Arts, Languages, Humanities, Health and Well-being, Science and Technology, Maths and English. Evidenced with photographs and resources produced.
		<ul style="list-style-type: none"> • Organise day's where pupils will familiarise themselves with the school environment. 	KRP	Ongoing			Pupils will have opportunities to meet key staff associated with the wellbeing team and the middle school team. Pupils will be familiar with key staff from middle school. In the Summer term of Year 6, pupils will meet their tutor teacher ahead of September.

3							Pupil voice
		<ul style="list-style-type: none"> Assign transition pupil mentors for pupils to support them through the initial first fortnight in school 	KRP	September 2025 2026 2027			Pupils on the Middle School council will act as transition mentors. They will be nominated and prepared for this in the summer term and will be introduced to the pupils on the final transition day before they join.
	Engage parents/carers in the transition process and develop positive relationships with local families Provide opportunities for cluster pupils and families to engage with out-of-hour events	<ul style="list-style-type: none"> Hold parent/carer meetings to build relationships and inform families about the transition process, school routines/expectations. 	All staff	July 2024 2025 2026			Pupil and parent/carer voice survey's highlights positive feedback with regards to transition process and results show there is increased confidence and reduced anxiety about transition.
		<ul style="list-style-type: none"> Produce transition documentation which includes key information and contact details. 	KRP	Ongoing			All cluster schools will be sent the open evening letter inviting parents/carers and providing further information. An open evening pamphlet will be provided to all attendees on the evening. The open evening presentation will be uploaded to the school website. A school prospectus will be developed.
		<ul style="list-style-type: none"> Include a section of transition on the school website. 	DE KRP	Ongoing			
		<ul style="list-style-type: none"> Host annual transition Open Evening event. 	All staff	July 2024 2025 2026			The school website includes detailed transition information/dates and social media is used to advertise transition events. 80% of parents/carers from each partner school will attend the open evening and/or the information evening.
		<ul style="list-style-type: none"> Organise and advertise seasonal community events 	CE/AC KRP BD	Ongoing			There will be a range and representation from each partner school of pupils attending the seasonal community events.

							<p>Halloween Disco organised for 24th October 2024.</p> <p>Nearly all Year 6 pupils will attend the YBT residential trip.</p> <p>Produce a survey asking parents/carers if there are any skills they would like to develop and enrol in workshops for next year to measure the engagement levels.</p> <p>Produce an extra-curricular timetable that has capacity for cluster pupils to attend and engage with throughout the year. This will lead to the annual cluster sporting tournament.</p>
4	Provide opportunities for cluster pupils and families to engage with out-of-hour events	Host annual transition Open Evening event.	All staff				<p>80% of parents/carers from each partner school will attend the open evening and/or the information evening.</p> <p>There will be a range and representation from each partner school of pupils attending the seasonal community events. Halloween Disco organised for 24th October 2024.</p> <p>Nearly all Year 6 pupils will attend the YBT residential trip.</p> <p>Produce a survey asking parents/carers if there are any skills they would like to develop and enrol</p>
		<ul style="list-style-type: none"> Organise and advertise seasonal community events 	CE/AC KRP BD				
		<ul style="list-style-type: none"> Arrange Year 6 residential/ day trips 	KRP/CE Year 6 teachers				
		<ul style="list-style-type: none"> Develop an academic programme that can upskill parents/carers in different areas of learning 	KRP Heads of AOLE	2025-26			
		<ul style="list-style-type: none"> Enable opportunities for cluster pupils to engage with our extra-curricular programme 	LT	2025-26			

							in workshops for next year to measure the engagement levels. Produce an extra-curricular timetable that has capacity for cluster pupils to attend and engage with throughout the year. This will lead to the annual cluster sporting tournament.
5	Ensure robust support is provided for pupils with ALN	<ul style="list-style-type: none"> Collaborate with cluster schools to identify ALN pupils. 	CF				Specific and additional transition days for pupils with ALN called 'Helping hands' will be organised and added to the cluster calendar. Nearly all pupils with ALN will engage with these additional sessions.
		<ul style="list-style-type: none"> Arrange for all ALN documentation to be shared between ALNCo's from each school. 	CF				ALNCo will be invited to all PCP meetings for Year 6 pupils joining YBT.
		<ul style="list-style-type: none"> Arrange staff from the ALN team to meet with Year 6 parents/carers and review specific needs. 	CF/EC				Pupil and parent/carer voice survey's highlights positive feedback with regards to transition process and results show there is increased confidence and reduced anxiety about transition.
		<ul style="list-style-type: none"> Develop a standardised format for gathering and sharing pupil's ALN information. 	KRP/CF				
		<ul style="list-style-type: none"> Arrange ALN staff support during transition days. 	CF/EC Learning coaches				

Priority 2		Pupil Progress Project			Success criteria		• All schools to participated and engaged with the proposals for pilot project.				
Rationale		Following a cluster meeting and discussion around pupil progress reflections and annual reporting arrangements, the following action plan has been created to support cluster colleagues in creating a consistent approach across the cluster. Trehopcyn Primary School have been piloting methods of termly pupil conferences which in turn, feed into reports at the end of the year. The reports combine pupil self-reflections which have been ongoing throughout the year with a final teacher report in the summer term.									
Inspection area(s)		IA1		Leadership by		DE		Monitoring by		DL	
Complete			On target			At risk			Not on target		
Sub-objective		Actions required		Actioned by		Milestones / Timescale	Resource implications	Progress	Monitoring and success criteria		
1	Cluster Heads to meet to discuss possible pilot project at cluster level	• To share the Trehopcyn Journey in relation to pupil progress and end of year reporting.		Cluster Heads/leads Project leaders		September 2024 Cluster Heads/leads September 2024 Project leaders October 2024	Supply cover at school level where appropriate Supply cover at school level where appropriate Supply cover at school level where appropriate		• All schools to participated and engaged with the proposals for pilot project.		
		• To plan and discuss next steps at cluster level for the pilot project									
		• Create a Teams Channel/folder for correspondence linked to the project.									
2	To create a termly pupil progress report format	• Each school to create a draft/sample proforma which aligns with their vision for how termly pupil progress reflects school practices		Cluster Heads/leads		Autumn term 2024	Supply cover at school level where appropriate				
		• Upload sample reports to Teams Channel									
3	Create an action plan for pilot	• Each school to create an individual action plan		Cluster Heads/leads		September 2024	Supply cover at school level				

	project in each school	linked to the main outcomes which aligns to each school's position (aligned with SIP priorities of each school)	Project leaders	September 2024	where appropriate Supply cover at school level where appropriate		
		<ul style="list-style-type: none"> Final plan to be shared with TB before funding is released. 					
4	To share practise across the cluster	<ul style="list-style-type: none"> Termly meetings to be organised with leads to discuss and reflect on progress 	Cluster Heads/leads	October 2024 Autumn term 2024	Supply cover at school level where appropriate Supply cover at school level where appropriate		
		<ul style="list-style-type: none"> Schools to share good practise and organisation across the cluster as appropriate 					
5	Implement/trial termly pupil progress conferences in schools	<ul style="list-style-type: none"> Each school to trial process in Autumn term 	Cluster Heads/leads	Autumn 24 Spring 25 Summer 25	Supply cover at school level where appropriate		
		<ul style="list-style-type: none"> Schools to meet to discuss in future meetings across the academic year to discuss progress and reflect on practises 					

Priority 3		Develop a cluster portfolio to support the progressive development of skills.	Success criteria		<ul style="list-style-type: none">• Common approach to tracking and monitoring the progressive development of skill• Examples of good practice of all skill development across all partner primary schools• Standardised outcomes of pupils work consistently reviewed• Extensive portfolio of evidence completed for all aspects of skills			
Rationale		In order to secure a shared understanding of skills progress across the cluster, so that pupils arrive in Year 7 having had an equitable opportunity to develop their skills regardless of school and to allow for the continuation of progression from a suitable point, e.g. from the sharing of data / curriculum planning						
Inspection area(s)		IA1	Leadership by		RJE/SWW	Monitoring by		DL
Complete		On target		At risk			Not on target	
Sub-objective		Actions required		Actioned by	Milestones / Timescale	Resource implications	Progress	Monitoring and success criteria
1	Develop a cluster portfolio to support the progressive development of skills	<ul style="list-style-type: none">• Refine a clear Literacy, Numeracy and Digital Skills framework to outline the progressive development of skills from Nursery to Year 9		DL/RJE/SWW Skills leads	April 2025	Developmental Time Supply costs PPA Time		<ul style="list-style-type: none">• All staff have a clear understanding of the skills framework and outcomes required.• All staff use the framework and identify skill development within planning• Partner primary schools monitor and track skill development across all progression steps.• Examples of good practice inform future planning and development of skills.• All staff meet all deadlines and ensure examples are uploaded in line with expectations.
		<ul style="list-style-type: none">• Develop a robust tracking mechanism to track the development of skills		DL/RJE/SWW Skills leads	May 2025			
		<ul style="list-style-type: none">• Meet with skills leads and HT's to consider allocated areas of skill development to lead on across all partner primaries		DL/RJE/SWW/HT	May 2025			
		<ul style="list-style-type: none">• Undertake professional learning around skill		DL/RJE/SWW Teachers	Ongoing			

		development across all progression steps					<ul style="list-style-type: none"> Skills leads quality assure all curriculum plans appropriate allocation of skills development.
		<ul style="list-style-type: none"> Work with partner primary schools to standardise examples of good practice of skill development in pupils work and show case standards for sharing with all staff 	DL/RJE/SWW Skills leads	Once per term Ongoing			
		<ul style="list-style-type: none"> Curriculum plans to support the progressive development of skills 	DL/RJE/SWW Skills Leads	September 2025	Planning Time		

Priority 4		Improve parental engagement to enhance learning experiences and skill progression.		Success criteria		<ul style="list-style-type: none">Nearly all parents/carers will engage in information sharing events with schoolsNearly all parents/carers will develop an awareness and understanding of skill development for their child.A majority of parents/carers from partner schools will access multiply funding sessions offered by the school.	
Rationale		In order to secure a shared understanding of skills progression amongst parnets and carers who are supporting their children at home.					
Inspection area(s)		IA1	Leadership by		RJE/SWW	Monitoring by	DL
Complete		On target		At risk		Not on target	
Sub-objective		Actions required	Actioned by	Milestones / Timescale	Resource implications	Progress	Monitoring and success criteria
1	Improve parental engagement to enhance learning experiences and skill progression	<ul style="list-style-type: none">Stage appropriate guidance to parents/carers produced to support home learning of skill development	Skills Leads	July 2026	PPA Time		<ul style="list-style-type: none">Parent/carer skill development guidance produced and sharedParent and carer skill focused clinics offered and attendedEvaluative feedback from parents/carers on guidance and clinics offeredParents/carers well informed on how to support their child at home and to have a clear understanding of the stage pupils should be at in their skill developmentMultiply funding accessed and receivedParent/carer engagement in multiply sessions offered.
		<ul style="list-style-type: none">Parental engagement clinics offered to parents/carers to raise the profile of skill development	Skills Leads	July 2026	Online surveys/ Meetings		
		<ul style="list-style-type: none">Programmes of learning provided to parents/carers to demonstrate the journey of skill progression throughout all ages	Curriculum leads	October 2025	Funding applications		
		<ul style="list-style-type: none">Consultation with parents and carers to support required	SLT	December 2025			

		<ul style="list-style-type: none">• Multiply funding accessed to offer Numeracy workshops for parents/carers and community members	DL Partner Primary leads	March 2025			
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Priority 5		Strengthen STEM knowledge, understanding and skills for all partner pupils			Success criteria		<ul style="list-style-type: none">Staff expertise and confidence developedEquitable Spanish experience in all primary partner schoolCollaborative curriculum created					
Rationale		<ul style="list-style-type: none">In order to secure a shared understanding of progression in STEM across the cluster – equitable experiences for pupils										
Inspection area(s)		IA1		Leadership by		KRP/SWW		Monitoring by		DL		
Complete			On target			At risk			Not on target			
Sub-objective		Actions required			Actioned by	Milestones / Timescale	Resource implications	Progress	Monitoring and success criteria			
1	Cluster Schools STEM Project		<ul style="list-style-type: none">Establish timeline with checkpoints and include a skill-building focus at each stage.			SWW/LVB	13/01/2025	Draft Proposal		<ul style="list-style-type: none">All relevant staff accessed and undertaken professional development within STEMAll staff to observe STEM specialist teach range of lessonsAll relevant staff to collaborate and contribute towards the planning of STEM curriculumAll staff produce reports to the standard expected and this is consistent across the progression steps.Staff confidence increased when planning and teaching STEM.		
			<ul style="list-style-type: none">Assign YBT staff strategically based on expertise and allocate time for joint planning with partner schools.			SWW/ LVB/ KAS	13/01/2025	Cover implications to consider				
			<ul style="list-style-type: none">Establish Cluster School Staff TEAM and invite schools. Share exemplar examples and digital project booklet			SWW/ LVB	31/01/2025	LVB day in lieu 27/06/2025				
			<ul style="list-style-type: none">Create STEM Project launch video			SWW/ LVB	31/01/2025					
			<ul style="list-style-type: none">Create and distribute materials with design briefs and learning resources for skill-building.			LVB/Tech	Mid-Feb	Materials Production Time				
			<ul style="list-style-type: none">Schedule interim visits with a focus on mentorship and iterative design improvements.			SWW/ LVB / KAS	April	Cover implications to consider				
			<ul style="list-style-type: none">Evaluate final designs with both quantitative metrics (race performance) and qualitative metrics (innovation and creativity).			SWW/LVB	June	Cover implications to consider				
			<ul style="list-style-type: none">Champion of Champions final race held at YBT with celebratory elements to emphasise achievement.			SWW	July	YBT venue, space, refreshments				

		<ul style="list-style-type: none"> Share feedback through Microsoft Forms and invite pupil, teacher, and community input for the next iteration. 	SWW/LVB	July			
2	Academic Alignment and knowledge consistency	<ul style="list-style-type: none"> Interschool competition: Numeracy, Digital format and frequency decided. 	SWW				
		<ul style="list-style-type: none"> Pre-transition baseline assessments for numeracy completed and shared with YBT. 	SWW				
		<ul style="list-style-type: none"> Collaboration on methodologies and curriculum particularly with focus on skills. 	SWW				

Priority 6		Support the development of language skills within Spanish for all partner pupils		Success criteria		<ul style="list-style-type: none">• Staff expertise and confidence developed• Equitable Spanish experience in all primary partner school• Collaborative curriculum created	
Rationale		<ul style="list-style-type: none">• In order to secure a shared understanding of progression in languages across the cluster – equitable experiences for pupils• Low uptake of languages at Progression Step 5					
Inspection area(s)		IA1	Leadership by	RJE/GM	Monitoring by		DL
Complete		On target		At risk		Not on target	
Sub-objective		Actions required	Actioned by	Milestones / Timescale	Resource implications	Progress	Monitoring and success criteria
1	Support the development of language skills within Spanish for all partner pupils into Ysgol Bro Taf	<ul style="list-style-type: none">• Undertake professional learning to develop language skills within Spanish	Primary teachers	July 2026	Supply costs for school and primary collaboration work and curriculum design.		<ul style="list-style-type: none">• All relevant staff accessed and undertaken professional development within Spanish• All staff to observe Spanish specialist teach range of lessons• All relevant staff to collaborate and contribute towards the planning of Spanish curriculum• All staff produce reports to the standard expected and this is consistent across the progression steps.• Staff confidence increased when planning and teaching languages.
		<ul style="list-style-type: none">• Collaborate with Spanish advisor within CSC to support curriculum development and progression within Spanish	Language leads GM	July 2026			
		<ul style="list-style-type: none">• Language lead from Ysgol Bro Taf to support curriculum design for Spanish across all partner primary schools and provide sample lessons.	GM Primary teachers	September 2025			
		<ul style="list-style-type: none">• Language lead to model lesson delivery appropriate of the stage of learning	GM Specialist staff in primary schools	July 2026			
		<ul style="list-style-type: none">• Collaborate with Language leads to develop an appropriate Spanish curriculum for all pupils.	GM Primary teachers	July 2027			

