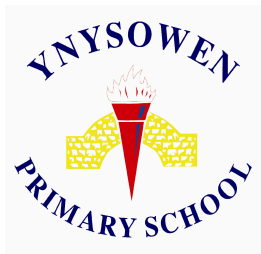


Afon Tâf Cluster

Transition Plan 2024-27



Abercanaid Community School



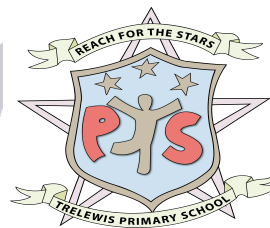
Edwardsville Primary School



Afon Tâf High School



Ynysowen Community Primary School



Trelewis Primary School



Bedlinog Community Primary School



Troedyrhiw Community Primary School

In the present context, this plan will address the needs of the children in our cluster as they move from KS2 to KS3 and the wider educational issues we are currently faced with as highlighted below:-

- Literacy
- Numeracy
- Meeting the needs of disadvantaged and vulnerable learners
- Attendance
- Whole school approach to emotional and mental wellbeing
- ALN Reform
- Curriculum for Wales

Evaluation of Current Practice:

Managing Transition

There are currently good procedures in place to ensure that the transition from year 6 to 7 is as 'stress free' as possible for both our pupils and their parents / carers. Pupils in years 5 and 6 have many opportunities to visit Afon Tâf throughout the year for varied purposes, ranging from formal orientation visits to music events. These visits allow pupils to familiarise themselves with their new school, meet existing pupils and staff. There are also 2 formal opportunities for parents / carers to visit the school. Further provision is made for identified individuals (vulnerable learners or those who may benefit from additional transition visits and support), to visit on a less formal basis. For those pupils with additional learning needs, individual transition plans are agreed with pupils and their families and bespoke arrangements are carefully managed to support their individual needs. For example, individual visits with parents, staggered break and lunch times for year 7. Meetings are arranged between the primary school and year 7 transition coordinator. These ensure valuable information is passed on about pupils. The primary school's mental health practitioner also has the opportunity to meet with Afon Taf's Well-being Officer.

The agreed aims for managing transition are:

Managing Transition

1. Continue to effectively manage the transition process for pupils and parents / carers
2. Provide relevant and suitable contact with pupils / parents, providing a bespoke transition plan for those who require it (e.g disengaged and vulnerable learners).

Assessment & Pupil Tracking

Pupil information around attainment and achievement is passed onto Afon Taf. There are agreed assessments that each primary school will carry out and share. These include:

- National Reading Test
- National Numeracy Test (Procedural)
- National Numeracy Test (Reasoning)
- Salford reading test (summer of Year 6)
- Spelling assessment (Single word or Vernon)
- Cognitive Abilities Tests (CATs – summer Year 6).

The transfer of assessment information ensures key data is accessible to staff at Afon Taf and is used to support all pupils. In addition to the formal assessment information, valuable information / narratives on pupils is also shared. This may include a chronology of interventions, especially for pupils with additional learning needs, catch-up learning. An agreed transition class profile page is shared and discussed in staff transition meetings.

The agreed aims for Assessment & Pupil Tracking

Assessment & Pupil Tracking

1. Provide agreed assessment information from Year 6 to Year 7.

2. Agree and exchange a school page transfer form (includes narrative and well-being information)

Teaching & Learning

Collaborative working exists between primary and secondary schools. Recently, to address and discuss the requirements of the Curriculum for Wales, schools share information on teaching strategies, schools' priorities in relation to teaching and curriculum design. This has included how schools develop pupils' literacy, numeracy and digital competencies as well as their problem solving and creative skills.

There are planned opportunities for staff between primary and secondary to team plan and teach. This enables teachers to develop professionally as well as support learners, experiencing teaching styles between both sectors. The following team teaching opportunities exist:

- Numeracy – collaborative numeracy project. Session 1 takes place in Year 6 class and enables pupils to meet Afon Taf Maths teachers in their own setting. This is followed by a session in Afon Taf.
- Literacy – as above
- Sports – cluster sporting events exist to build and strengthen relationships between partner schools and their pupils.
- Other – each year additional curriculum areas may be included in the transition plan. These are often based on the priorities of the pupils in Year 6.

The agreed aims for Teaching & Learning are:

Teaching & Learning

1. Share good practice in learning and teaching across the settings e.g. shared pedagogy, especially in literacy, numeracy and digital competencies
3. Develop strategies to improve teaching and learning of Welsh language development.
4. Provide a range of cluster sporting activities.

Curriculum Planning

Afon Taf leads a successful #Wednesday programme. This enables Year 5 pupils to attend a series of sessions on Wednesday afternoons. These sessions include a variety of enrichment activities across the various departments. #Wednesday provides worthwhile opportunities for pupils to visit Afon Taf and become familiar with the surroundings, meet staff and pupils and engage in a variety of academic and non-academic learning activities, thus building their confidences and widening experiences.

The agreed aims for Curriculum Planning are:

Curriculum Planning

1. Implement a cross-phase enrichment programme
2. **Share and develop curriculum design in line with the Curriculum for Wales (pupil pledge)**
3. Each year, the cluster will develop and implement a shared cluster plan that focuses on shared priorities.

Evaluation and Pupil Voice

The cluster uses a variety of methods to evaluate the effectiveness of transition plans and arrangements. These include:

- Pupil Voice – **general feedback is gathered from Year 7** pupils during the autumn term. In addition to this, there is a cluster Pupil Improvement Group. Their role is to support the transition process and liaise with pupils to identify strengths and barriers to the cluster approach.
- Staff – the transition coordinators from each school meet annually to review and evaluate the transition processes and make any recommendations for improvements / change.
- Parents – parent meetings are held to support parents with the transition process / arrangements. **Need to gather parent views.**
- Governors – the cluster Governor Improvement Group have opportunities throughout the year to gather information around the transition plan and processes. This enables them to act as a 'critical friend' and input into transition plans.
- Leaders – meet annually to review and agree future transition plans. They consider financial implications and engage with Community Engagement Officers to widen transition and community opportunities.

The agreed aims for Evaluation and Pupil Voice are:

Evaluation

1. Gather the views of all stakeholders, including pupils, parents / carers, staff, governors and professional agencies.
2. Consider the advice of external agencies / research.

Annual Review

Transition Co-ordinators and Leaders from partner schools will undertake an annual review of the transition plan to identify strengths and areas to develop, informing future plans.

Transition Co-ordinator

Mr Tomas Phillips (ATHS Department of Literacy Yr7) initially will lead the co-ordination of the transition process between Afon Taf and primary schools.

Co-ordinators aim to:

- Effectively manage and implement the transition plan
- Support transition activities
- Regularly monitor and review the transition plan.

Named Transition staff

Ms Becki Evans	Troedyrhiw Community Primary School,	revans@troedyrhiw.merthyr.sch.uk
Katie Evans	Troedyrhiw Community Primary School	kevans@troedyrhiw.merthyr.sch.uk (Until April)
Mrs Tara Nicholls	Ynysowen Community Primary School,	tnicholls@ynysowen-pri.merthyr.sch.uk
Mr Huw Thomas	Abercanaid Community School ,	hthomas@abercanaid.merthyr.sch.uk
Mrs Clare Hext	Bedlinog Community Primary School,	c.hext@bedlinog.merthyr.sch.uk
Miss Sian Martin	Trelewis Primary School,	s.martin@trelewis.merthyr.sch.uk

Ethan Griffiths	Edwardsville Primary School.	Griffithse526@hwbcymru.net
Anwen Davies	Edwardsville Primary School.	thomasa139@hwbcymru.net
Cerys Caddick	Edwardsville Primary School.	cerys.caddick@merthyr.gov.uk

LLC Lead

Mrs Rachel Jones	Troedyrhiw Community Primary School,	rjones@troedyrhiw.merthyr.sch.uk
Mrs Tara Nicholls	Ynysowen Community Primary School,	tnicholls@ynysowen-pri.merthyr.sch.uk
Mrs Bev Chilcott	Abercanaid Community School ,	bchilcott@abercanaid.merthyr.sch.uk
Mrs Clare Hext	Bedlinog Community Primary School,	c.hext@bedlinog.merthyr.sch.uk
Miss Louise Willington	Trelewis Primary School,	l.willington@trelewis.merthyr.sch.uk
Miss Jade Rowley	Edwardsville Primary School.	jrowley@edwardsville.merthyr.sch.uk

Mathematics & Numeracy Lead:

Mr Martin Mee	Troedyrhiw Community Primary School,	mmee@troedyrhiw.merthyr.sch.uk
Miss Jenna Watkins	Ynysowen Community Primary School,	jwatkins@ynysowen-pri.merthyr.sch.uk
Mr Huw Thomas	Abercanaid Community School ,	hthomas@abercanaid.merthyr.sch.uk
Mrs Helen Holifield	Bedlinog Community Primary School,	h.holifield@bedlinog.merthyr.sch.uk
Miss Tracey Williams	Trelewis Primary School,	t.williams@trelewis.merthyr.sch.uk
Miss Jade Rowley	Edwardsville Primary School.	jrowley@edwardsville.merthyr.sch.uk

Health & Well-being (Sports):

Mrs H Jacklin	Troedyrhiw Community Primary School,	hjacklin@troedyrhiw.merthyr.sch.uk
Mr Ian Thomas	Ynysowen Community Primary School,	ithomas@ynysowen-pri.merthyr.sch.uk
Miss Bethan Baker	Abercanaid Community School ,	bbaker@abercanaid.merthyr.sch.uk
Mrs Clare Hext	Bedlinog Community Primary School,	c.hext@bedlinog.merthyr.sch.uk
Mr Sam Prosser	Trelewis Primary School,	s.prosser@trelewis.merthyr.sch.uk
Miss Jade Rowley	Edwardsville Primary School.	jrowley@edwardsville.merthyr.sch.uk

Other staff

Mrs Michelle Jones	Primary Schools' Mental Health Practitioner
Mrs Bev Thomas	Well-being Officer (Afon Taf)
Mrs Lisa Young	Community Family Engagement Manager for Southern Cluster
Tomas Phillips	Director of Learning - Year 7 (Afon Taf)

Managing Transition

1. to continue to address the pupils' and parents' concerns and ensure they feel supported during transition
2. to increase contact with parents/carers of ALN pupils
3. to continue to help Key Stage 2 pupils settle well into year 7
4. to make greater use of the PASS survey to identify vulnerable pupils in need of extra support
5. to identify and support year 6 pupils in danger of disengaging.

Desired Outcomes	Activities	Outputs	Inputs		Timescale	Review Activities
			People	Costs (PDG)		
Continued improvement of transition arrangements to best support pupil wellbeing and attainment	<ul style="list-style-type: none"> Yr 5 Open Evening and sports events 	Pupils feel familiar with the secondary school setting prior to transition	Transition Coordinator & HoD PE	Transport Cover / meals / materials	September - July 2025	Pupil voice gathered via questionnaire and Pupil Council Transition Conference
	<ul style="list-style-type: none"> Year 5 # Wednesdays 				September 2025	
	<ul style="list-style-type: none"> Formal visits for year 6 pupils and their parents / carers 	Transition days, Open Evening for Yr 5 & 6 and Meet the form tutor evening.	Transition Coordinator & HoDs	Refreshments / materials	September 2025/July 2026	Stakeholder Voice gathered via questionnaire and meetings
	<ul style="list-style-type: none"> Christmas transition day for year 6 	Yr 6 Induction day	Transition Coordinator & BT	Caretaker Transport Materials	December 2025	Year 7 analysis and comparison of PASS survey responses Attendance data
	<ul style="list-style-type: none"> Transition coordinator visits to primary school 	Face to face Meetings	Transition Coordinator	Cover	June/July 2025 during year 11 gained time.	

	<ul style="list-style-type: none"> • ALN transition visits begin earlier. • ALN to visit primary schools during summer term to meet with relevant parents / carers • Staggered break and lunchtimes for year 7 pupils in first weeks • Face to face transfer to identify vulnerable pupils • Identification of pupils who have received Place 2 B support and information shared if permission is given by individual parents. • Wellbeing outreach groups in yr 7 	<p>ALNCo</p> <p>Parents /carers of SEN pupils are better informed as to their child's needs and the provision available at secondary school prior to arrival Yr. 7 pupils settle in quickly to secondary school with a minimum of disruption to learning but with support if necessary.</p> <p>Vulnerable pupils are identified and effectively supported through transition via Blue room and ALN room support Elsa and resilience groups. Exchange counselling's Window of Tolerance and anxiety group support. Colin ATHS's PAT dog</p> <p>Sap transition sessions / Resilience groups, NEET data Pupils do not disengage during transition</p>	<p>ALNCo</p> <p>ALNCo's from cluster and HS</p> <p>LRB co-ordinator ALENCo DoL yr. 7 Wellbeing Manager Yr 6 teachers</p> <p>Transition coordinator</p> <p>Wellbeing officer Wellbeing manager</p>	<p>Cover Transport Cover</p> <p>None</p> <p>Cover</p>	<p>October 2025 onwards</p> <p>Summer term 2025</p> <p>Sept. 2025</p> <p>Summer term 2026</p> <p>Summer term 2026</p> <p>Autumn term</p> <p>Autumn/ Spring term.</p>	<p>Stakeholder voice gathered via questionnaire and informal meetings</p> <p>Pupil voice gathered via questionnaire and Pupil Council Transition Conference</p> <p>Analysis of year 7 PASS survey</p> <p>Analysis of pupil tracking data</p> <p>Pupil voice gathered via questionnaire</p> <p>Analysis of year 7 PASS survey</p> <p>PASS data SIMS behaviour data Attendance data</p>
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	<ul style="list-style-type: none"> • Pupils in danger of disengaging to be identified in yr 6 and yr 7 via NEET data to receive support • ATHS holds a Nurture UK accreditation. Community Bronze/Silver award secured in July 2024 - Gold and Heart of community achieved in June 2025. • GIGs? • PIGs 		Wellbeing manager BT		September 25	PASS data SIMS behaviour data Attendance data
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Assessment & Pupil Tracking

1. to continue to develop continuity of assessment across the Key Stages
2. to streamline the process of data transfer in order to....
3. ensure every child maintains appropriate academic progress during transition
4. to ensure that all relevant staff have access to and understanding of relevant pupil data

Desired Outcomes		Activities	Outputs	Inputs		Timescale	Review Activities
				People	Costs (SEG)		
There is improved transfer and use of pupil data leading to improved standards of attainment esp. in literacy & numeracy		<ul style="list-style-type: none"> • Face-to-face meetings between transition coordinator, ALNCo's and year 6 teachers to discuss academic needs of individual and groups of pupils • Transfer of SIMs tracker • Development of SIMs mark sheets to hold data profile of key data for each pupil 	There is a more streamlined, accurate and consistent means of data transfer from primary to secondary school	Transition coordinator, ALNCo and yr 6 teachers		October - July 2025-2026	Analysis of KS2-3 data in core subjects (Progression steps continuum)
				Head Teachers LA Officer Deputy Head teacher ATHS	Staff training	Summer 2026	

<p>Developing and maintaining a shared understanding of progression within our school - linked to school guidance SUP planning requirement</p> <p>Hwb: https://hwb.gov.wales/api/storage/21ff525a-f0a4-4ee4-89f3-41f738bf6c7c/Shared%20understanding%20of%20progression.pdf?preview=true#:~:text=Trough%20developing%20a%20shared%20understanding,and%20learn%20from%20one%20another.</p> <p>CSC: Guidance:file:///C:/Users/user/OneDrive/Desktop/EPP/School%20Guidance%20SUP%20Plans.pdf</p> <p>Key questions: 1. Are learners progressing in the ways</p>		<ul style="list-style-type: none"> • Pupil progress meetings • Curriculum and assessment planning meetings • Curriculum and assessment evaluation meetings • Whole-staff/AoLE meetings • Departmental meetings • Self-evaluation and monitoring activities that support developing • and maintaining a shared understanding of progression. • Internal professional learning aimed at supporting developing and maintaining a shared 	<ul style="list-style-type: none"> • Agreed summative assessments • Agree cluster tracker • Cluster agreement to complete CATs testing simultaneously • LLC and M&N planning and review meetings. These include discussion around pedagogy, sharing practice and learning walks. • Cluster HTs, GIG and PIG collaborative termly meetings to discuss curriculum and assessment. 				

<p>described in the principles of progression, supporting them to develop towards the four purposes?</p> <p>2. Is the pace of learners' progress inline with the expectations of practitioners and the curriculum?</p>		<p>understanding of progression</p>						
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Teaching & Learning

1. to continue to share good practice in learning and teaching across the key stages
2. to continue to develop shared pedagogies and approaches esp. in the areas of literacy, numeracy and ICT
3. to continue to work closely on the development of the 'Fresh Start' / Accelerated Reading Programmes
4. to devise strategies for the improvement of standards in Welsh (through transition activities)
5. to monitor and track the progress pupils make in literacy and numeracy.
- 6.

Desired Outcomes	Activities	Outputs	Inputs		Timescale	Review Activities
			People	Costs		
There is greater consistency of pedagogical approach facilitating progression during the transition phase	<ul style="list-style-type: none"> Transition literacy and numeracy projects include joint teaching. LLC and M&N leads meet = joint planning and review Focus on reading strategies (VIPERS), reading for pleasure and strengthening grammar. Reading policy to be developed and implemented across the cluster. *Refer to cluster LLC and M&N plans 	<p>Improved pedagogical approach to teaching and progression for pupils.</p> <p>Improved tracking of pupils' progress and understanding of progression.</p>	LLC leads M&N leads Year 6 Transition lead	Cover	September 2025 - July 2026	Pupil voice

Curriculum Planning

1. to develop a cross phase approach to developing and improving pupils' reading skills
2. to develop a cross phase approach to developing and improving pupils' oracy skills (Voice 21 / Debating)
3. to develop a cross phase approach to developing and improving pupils' numeracy skills
4. to sustain a cross-phase enrichment programme

Desired Outcomes	Activities	Outputs	Inputs		Timescale	Review Activities
			People	Costs		
Pupil attainment is facilitated via increased cross phase curriculum links	<ul style="list-style-type: none"> Cooperative working to ensure compatible approaches to the teaching and learning of oracy, reading and numeracy. Focus on calculation policy - looking at trackers and impact on commonality. ATHS to provide Wednesday afternoon enrichment programme to yr 5 & 7 pupils across the cluster Integrate the Reaching wider programme from the University of South Wales to raise aspirations and provide students with 	<p>Pupils' progress in oracy, reading and numeracy skills.</p> <p>Increased pupil motivation and enjoyment. Improved school ethos at ATHS</p>	LLC leads M&N leads Year 6 Transition lead	Cover	On going Joint training	Data analysis
			TP, ATHS staff	Transport & materials cost.		Pupil voice

	different opportunities and exposure to new technologies.					
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Evaluation

1. to formalise procedures for the gathering of pupil and stakeholder voice
2. to make greater use of the PASS survey to evaluate the success of transition strategies

Desired Outcomes	Activities	Outputs	Inputs		Timescale	Review Activities
			People	Costs		
Developments in Transition are informed by a more accurate understanding of pupils' and other stakeholders' views	<ul style="list-style-type: none"> • All pupils to complete PASS survey at end of Autumn term in year 7 • Results to be used to inform review of Transition procedures. 	The PASS Survey is used effectively as a means of evaluating the efficiency of transition procedures.	Head teachers	LA funded	By Dec. 2025	
		The PASS Survey and cluster tracker helps to inform the discussions on each cohort between the primary practitioners and the transition coordinator.	Behaviour Manager	LA funded	By Jan. 2026	
		Schools who do not use PASS use and share their own wellbeing questionnaire responses.	Transition Coordinator & HTs	None		

Appendix A: Calendar of Transition Events for 25-26

Month	Events
September	<p>Literacy Leads - Meeting 1 - Afon Taf High School- 9-12pm - Tuesday 9th September 2025</p> <p>Numeracy Leads - Meeting 1 - Afon Taf High School - 1-3pm - Tuesday 9th September 2025</p> <p>Year 6 Transition Day -Wednesday 17th September 2025</p> <p>PIGs meeting 1 - 2:00pm- 2:30 pm - Afon Taf High School -Wednesday 17th September 2025</p> <p>Year 6 Open Evening - Wednesday 17th September 2025</p> <p>Cluster meeting - Monday 22nd September 2025</p> <p>Merthyr School Running Festival - 9 am -12 pm - Thursday 25th September 2025</p> <p>Netball - Thursday 25th September 2025 (7 a side) - 4-5 pm</p>
October	<p># Wednesday Year 5 session 1 starts October 2025 (8th, 15th, 22nd, 5th Nov, 12th, 19th, 26th) Edwardsville & Ynysowen</p> <p>ALN visits to Primaries - Hayley Searle to arrange with schools directly.</p> <p>GIG 1 - 4pm - Ynysowen - Presentation on transition plan -1-4pm - Wednesday 15th October 2025</p> <p>Football cluster (7 a side) - 4-6 pm - Thursday 16th October 2025</p>
November	<p>#Wednesday Year 5 session 1 ends (26th)</p> <p>Rugby cluster (Tag - 7 a side) - 4-6 pm - Thursday 20th November 2025</p>
December	<p><i>Year 6 Transition Day 2 - Tuesday 16th December 2025</i> - (Focus on reading strategies)</p> <p>PIGs meeting 2 - 2:00 pm- 2:30 pm - Afon Taf High School - Tuesday 16th December 2025</p>
January	<p>#Wednesday Year 5 Session 2 begins (14th, 21st, 28th, 4th Feb, 11th Feb, 25th Feb, 4th Mar) Abercanaid & Troedyrhiw</p> <p>Cluster meeting - Friday 9th January 2026 - All day</p>
February	<p>Literacy Lead Meeting 2 - Afon Taf High School - 9am-12 pm - Monday 9th February 2026</p> <p>Numeracy Leading Meeting 2 - Afon Taf High School - 1-3pm - Monday 9th February 2026</p>
March	<p>#Wednesday Year 5 Session 2 ends (4th)</p> <p>Cluster residential - Manor adventure, Abernant Lake - Wednesday 11th- Friday 13th March 2026</p> <p>GIGs - 1-3pm - Wednesday 18th March 2026 - Troedyrhiw</p>
April	

May	<p>#Wednesday Year 5 Session 3 Begins (13th, 20th, 3rd June, 10th June, 17th June, 24th June, 1st July) Bedlinog & Trelewis</p> <p>Netball cluster - 4-5pm - Thursday 7th May 2026</p> <p>Cluster meeting - 12:00 pm - Troedyrhiw - Friday 8th May 2026</p>
June	<p>ALN/ Transition Coordinator Face-to-face visits</p> <p>Additional visits for vulnerable pupils to begin</p> <p>Running festival - Afon Taf High School - 9:30 am - 12 pm - Thursday 11th June 2026</p> <p>National test data submitted - 12th June 2026</p> <p>Literacy reviewing meeting 3 - 9am-12pm - Afon Taf High School - Monday 15th June 2026</p> <p>Numeracy review meeting 3 - 1-3pm - Afon Taf High School - Monday 15th June 2026</p> <p>CATs 4 passcodes sent by Afon Taf by - Friday 19th June 2026</p> <p>Transition coordinator visits 8th-19th June 2026</p> <p>Thomas Bunford Cup - Afon Taf High School- Thursday 18th June 2026 -4-6pm</p> <p>Cluster planning meeting - 25/26th June 2026</p> <p>GIGs - 29th June 2026 - Afon Taf High School - 1-4pm</p> <p>School production - primaries invited to watch - Tuesday 30th June 2026</p>
July	<p>Transition review and pupil voice</p> <p>#Wednesday Year 5 Session 3 ends (1st July)</p> <p>School production dates - 1st, 2nd, 3rd July 2026</p> <p>Yr 6 Induction Day & Induction Evening - Tuesday 7th July 2026</p> <p>PIGs meeting 3- 2- 2:30 pm -Tuesday 7th July 2026</p> <p>Football cluster (7 a side) - 4-6pm - Wednesday 8th July 2026</p>