



Abergavenny Cluster Transition Plan

2026

ABERGAVENNY CLUSTER TRANSITION PLAN

This Transition Plan represents a joint agreement between the following schools:

Cantref Primary School
Gilwern Primary School
Goytre Fawr Primary School
King Henry VIII 3-19 School
Llanfoist Primary School
Llantilio Pertholey Church in Wales Primary School
Llanvihangel Crucorney Primary School
Our Lady & St Michael's Catholic Primary School
Ysgol Gymraeg Y Fenni

This plan has been co-constructed by the Abergavenny Cluster and reflect the latest guidance as outlined in Welsh Government Transition from primary to secondary guidance (2024 updated version) and the legal requirements set out in the Education (Transition from Primary to Secondary School) (Wales) Regulations 2022 (the 2022 Transition Regulations). It also refers to guidance from Estyn's Thematic Review, Transition and Pupil Progression (2024) and Estyn's Annual Report Recommendations (2025).

A. CONTENT OF THE TRANSITION PLAN

The plan addresses the statutory core requirements set out in the Welsh Government Transition from primary to secondary guidance (2024) and the Education Transition from Primary to Secondary School) (Wales) Regulations 2022.

The Transition Plan consists of two parts:

- 1) A policy section which outlines the responsibilities, processes and actions undertaken by the cluster each academic year.
- 2) A Cluster Development Plan which contains objectives that the cluster needs to develop (Appendix 1 of this document).

B. PURPOSE

As a cluster of schools, we are committed to planning and delivering a high-quality transition process from primary school to secondary school that:

- ✓ ensures continuity of learning and progression of skills from Year 6 to Year 7
- ✓ strengthens the continuum of the Curriculum for Wales (3-16)
- ✓ supports individual pupil progression
- ✓ ensures effective curriculum, assessment and pedagogical alignment
- ✓ promotes pupil voice and wellbeing during transition from primary to secondary school
- ✓ manage and coordinate the transition of pupils from primary school to secondary school in the most effective manner
- ✓ outline how the impact of the transition plan will be reviewed and monitored in respect of how:
 - it has helped achieve continuity of learning;
 - it has helped support individual pupil progression.

We want our pupils to feel that:

- ✓ they are socially prepared for the transfer to their new school
- ✓ they are safe, happy and feel part of their new school
- ✓ they are progressing in their education
- ✓ their academic, personal, cultural and sporting achievements, or aptitudes are being recognised, utilised, and maximised
- ✓ their views are listened to and acted upon.

The Transition Plan reflects the Four Purposes at the heart of the Curriculum for Wales.

C. AIMS OF THE TRANSITION PLAN

Our shared aims are:

- ✓ To develop a shared understanding of progression across the 3-19 continuum
- ✓ To ensure that there is a congruence between the primary and secondary phase in the planning and delivery of the Curriculum for Wales
- ✓ To secure consistent assessment and understanding of progression across the cluster
- ✓ To ensure effective pupil data transfer and cross phase discussions to inform wellbeing support, planning, decision making and policy development
- ✓ To plan for effective ALN transition in line with ALN reform
- ✓ To support individual pupils' needs, including ALN, wellbeing and vulnerability through enhanced transition planning for identified pupils to ensure a seamless transition for pupils, parents/carers and schools;
- ✓ To develop a robust strategy to address disadvantage and the impact of poverty, to improve pupil progress, skill development, attendance and wellbeing;
- ✓ To ensure stretch and challenge programmes ensure appropriate challenge in Years 6 and 7 and beyond;
- ✓ To develop common approaches to literacy, numeracy and digital competence to improve outcomes for all pupils and in particular those where skill deficiencies have been identified.

The implementation of the above aims fundamentally relies upon the development of a common educational philosophy in which no one partner is any more or less important than another and in which the skills, aptitudes and perspectives of all pupils are equally valued.

D. TIMEFRAME

The plan outlines how cluster schools will work collaboratively to deliver effective transition arrangements which realise the aims listed above.

There may be occasions when an issue or opportunity arises where further development work may be possible which is not linked to the plan for that academic year. When this occurs the merit of the issue or opportunity is determined, and appropriate action is taken. The cluster group is always open to new ideas and will take all necessary steps to ensure that transition work within the cluster group continually moves forward.

The progress made and next steps will be reviewed and agreed annually by cluster schools. As with the production of this plan, cluster schools will seek the views of parents, carers and

pupils on the approach taken. They will also work in partnership with colleagues in the Local Authority (LA) and the Local Authority School Improvement Service (LASIS).

E. MANAGING AND CO-ORDINATING TRANSITION

Strategic Leadership

Headteachers from all cluster schools meet half termly to discuss transition and review progress. Where further issues arise, these are addressed and, where needed, appropriate actions are agreed.

Annual Review

Nominees from cluster schools undertake an annual review of the transition plan towards the end of the school year to consider the progress made against specific actions and identify priorities for the following year including roles and responsibilities. The cluster will ensure the voices of all stakeholders, including parents/carers and pupils, are accounted for. Recommendations following the review will be considered and agreed by the governing bodies of the cluster schools.

Transition Co-ordinator

Ellie Davies (Assistant Headteacher, King Henry VII 3-19 School) has been nominated as Transition Co-ordinator from the Secondary phase. The co-ordinator will support the work of all Headteachers in the cluster.

F. ACHIEVING CONTINUITY OF LEARNING

The cluster will work together to consider curriculum design and plan for learning and teaching realising the aims of the Curriculum for Wales. To achieve this the cluster will:

- ✓ identify time to ensure the development of cross phase working
- ✓ calendar regular opportunities for on-going professional dialogue between practitioners from all schools to develop and maintain a shared understanding of progression across the curriculum.
- ✓ ensure all practitioners share an understanding of progression
- ✓ develop each AOEs so they collaboratively agree the common knowledge, skills and experiences to be delivered prior to pupils joining in Year 7
- ✓ build on previous successful cluster projects including oracy (Voice 21 strategies), numeracy and DCF.

G. ACHIEVING CONTINUITY IN PLANNING FOR TEACHING AND LEARNING

The cluster are committed to developing a 'Made-in-Abergavenny' curriculum and, in particular, a more detailed Years 5 to 8 curriculum. Our collective aim is that all pupils make a smooth and seamless transition from Year 6 into Year 7.

Previously, the cluster have routinely undertaken joint professional learning and curriculum projects, these include:

- ✓ The Voice 21 oracy project whereby staff across the cluster all received high quality professional learning on Voice 21 strategies. Staff have worked collaboratively developing an action plan, undertaking observations of each other using these oracy strategies in

each other's schools and most importantly developing a shared understanding of expectations and progression in line with Curriculum for Wales.

- ✓ Representatives from all schools have met to design end of year 6 expectations to ensure seamless progression from Year 6 to Year 7
- ✓ Representatives from all cluster schools have met to look at progression across all AOLEs.

H. ACHIEVING CONSISTENCY IN ASSESSMENT OF PUPIL PROGRESSION

Achieving consistency in assessment of progression will be aided by the transfer of a common set of data at the end of the primary phase. The data which is passed to King Henry VIII 3-19 School includes:

- ✓ information on pupil progression
- ✓ National Numeracy and Reading Test Scores
- ✓ Vulnerability data including eFSM information (ever) and intervention information
- ✓ ALN information and one page-profiles
- ✓ Information about pupils with higher starting points
- ✓ Attendance data
- ✓ Attitude to learning information
- ✓ Wellbeing information

I. EVALUATION OF THE IMPACT OF THE POLICY AND IMPROVEMENT INITIATIVES ON STANDARDS

The Cluster Transition Plan is reviewed annually and updated as appropriate in line with most recent Welsh Government recommendations. Curriculum for Wales and transition standardisation will form a standing item on the termly Cluster Headteacher's meetings. Parent/carers and pupil viewpoints will be sought in evaluation of the plan.

J. COORDINATING THE TRANSITION OF PUPILS FROM FEEDER PRIMARY SCHOOLS TO SECONDARY SCHOOL

There is a programme of activities to support excellent transition from primary to secondary school. These include:

- ✓ King Henry VIII 3-19 School ALNCO implements a bespoke transition programme for pupils with additional learning needs. This liaison will start in Year 5 moving through into Years 6 and 7.
- ✓ The King Henry VIII 3-19 School Assistant Headteacher will work with the cluster primary schools on early identification of vulnerable pupils who would benefit from an extended transition programme to ensure they transfer well to secondary school.
- ✓ King Henry VIII 3-19 School works with the primary cluster to offer two extra afternoons of enhanced transition for those pupils who may need further support, or for more vulnerable pupils where there may be wellbeing concerns
- ✓ The Assistant Headteacher will liaise with cluster primary schools to identify early those pupils requiring additional challenge and opportunities.
- ✓ King Henry VIII 3-19 School holds two transition days for all pupils in the cluster as part of the process of pupils moving from Year 6 to Year 7. These days are held in the summer term.
- ✓ All Year 6 pupils are given an information booklet for Transition from Year 6 to Year 7 when they visit on the transition days.

- ✓ King Henry VIII 3-19 School holds an Open Evening each autumn term where Year 6 pupils and parents can visit school and take part in several activities designed to give a flavour of what life is like at King Henry VIII 3-19 School.
- ✓ King Henry VIII 3-19 School holds an Induction Evening in the summer term, which is an opportunity for the Year 6 pupils, parents / guardians to meet key King Henry VIII 3-19 School staff. The primary schools and secondary school liaise closely with regards to pupils groupings, and the transition days are designed to support pupils making new friendships.
- ✓ During the school year, the Assistant Headteacher will make several visits to each of the primary schools in the cluster along with the Wellbeing Lead for Year 7 to meet pupils joining King Henry VIII 3-19 School the following September. A main feature of the visit is to speak to the pupils, familiarise the pupils with key secondary staff who will be supporting their transition to secondary school and alleviate any worries or concerns the pupils may have. In addition, King Henry VIII 3-19 School staff will liaise with Year 6 teachers to gather information around academic achievement, additional learning needs, extra-curricular interests and social and emotional wellbeing
- ✓ King Henry VIII 3-19 School holds a Multi-Disciplinary Meeting every term where pupils from the primary or secondary sector, are discussed with professionals from outside agencies where advice and support is given. This meeting also facilitates the SPACE Wellbeing panel process.
- ✓ Pupils in Year 12 are assigned to act as PALS to Year 7 pupils and where possible the PALS are introduced to Year 6 pupils prior to beginning King Henry VIII 3-19 School in September.
- ✓ King Henry VIII 3-19 School leads Cluster Council meetings in which members of the Year 7 King Henry VIII 3-19 School Transition Council meet virtually with School Councils from primary schools to discuss and plan transition activities.
- ✓ King Henry VIII 3-19 School delivers online lessons through Microsoft Teams for Year 6 pupils in cluster primary schools.
- ✓ At the start of Year 7, King Henry VIII 3-19 School uses several different strategies to ensure a smooth and seamless transition for every pupil. The strategies used include:
 - Year 7 staff taking pupils to their next lesson
 - an early start to lunch for Year 7 pupils;
 - Year 7 having lunch with Year 6
 - senior members of staff available at key points during the day to assist pupils who may not be able to find their way to lesson or the canteens
 - an early finish to the day for those traveling by bus;
 - the Year 7 pupils' 'Check-In' event with parents in November.
- ✓ Each December, all Year 7 parents are invited into to celebrate their child's first term at King Henry VIII 3-19 School. Year 7 students are involved in a production of Charles Dickens' 'A Christmas Carol' to which parents are invited.
- ✓ Cluster projects such as the Numeracy, Voice 21 and Digital Competence projects support pastoral care as relationships between staff and pupils are developed prior to transition.

K. SUPPORTING WELLBEING NEEDS

Prior to Year 6 pupils moving to King Henry VIII 3-19 School, all Year 6 class teachers will have meetings with the Assistant Headteacher to discuss every individual pupil. A common information sheet for the recording of information at point of transition is used by the cluster.

Wellbeing data and one page profiles are passed to King Henry VIII 3-19 School prior to Year 6 pupils joining the school. This data is used to decide on the composition of the tutor groups.

Tracking of pupil data from Year 6 to Year 7 takes place by the transfer of a common set of data (including attainment, attendance and wellbeing data) at the end of the primary phase.

L. SUPPORTING LEARNING NEEDS

Prior to Year 6 pupils moving to King Henry VIII 3-19 School, all Year 6 teachers meet with the Assistant Headteacher to discuss each pupil. Primary ALNCOs meet with the ALNCO where it is thought additional support may be required.

The King Henry VIII 3-19 School ALNCO attend Year 6 ALN PCP reviews where additional learning provision may be required upon transition.

All information gathered from cluster primary schools is recorded to inform pupil support, groupings and enable early identification of more able pupils to help direct pupils towards suitable enrichment opportunities in Year 7.

Throughout all aspects of this plan, the cluster will consult key stakeholders, especially parents/carers and pupils, to ensure their feedback is considered as part of our transition process.

APPENDIX 1

TRANSITION DEVELOPMENT PLAN 2026-2027

Target	Success Criteria	Who & When
Refine the data and shared information to ensure all pupils are well known on entry	✓ Common data shared with King Henry VIII 3-19 School; ✓ All pupils with higher starting points, ALN pupils and pupils with wellbeing concerns to be identified and appropriate interventions in place on entry; ✓ All pupils requiring enhanced transition known and monitored. ✓ Nearly all pupils receive necessary identified support on entry to Year 7 to ensure their high levels of wellbeing (measured by pupil voice activities)	AHT Middle Phase, AHT ALNCO All Year 6 class teachers
Ensure transition activities fully meet pupil need	✓ King Henry VIII 3-19 School to lead Cluster Council meetings in which members of the Year 7 King Henry VIII 3-19 School Transition Council meet virtually with School Councils from primary schools to discuss and plan transition activities. ✓ Nearly all pupils communicate that transition activities adequately supported their transition to secondary education (measured by surveys and transition council feedback)	AHT Middle Phase
To secure high levels of attendance in Year 7	• Ensure year group attendance exceeds 94% (measured by weekly and monthly attendance analysis)	HT, DHT, AHT Middle Phase, WBL.
To further develop links within the Cluster to support individual learner progression	• Finalise end of Year 6 expectations vis school to school collaboration • Planned cross phase moderation of pupil work leads to shared understanding of progression. • Many pupils are on track in identified subject specific skills prior to starting Year 7, and have all identified skills to be successful in Year 7	AHT Middle Phase, AHT T&L, Year 6 class teachers.
To develop numeracy pedagogy across the cluster.	• KHS secondary staff and Year 6 teachers share effective pedagogy. • Use a peer review system to share good practice and further improve provision • Many pupils are on track in Maths by the end of Year 7 (measured by assessment point 3)	Year 6 numeracy leads & Subject Leader for Maths Cluster HTs
To embed a common anti-bullying policy and procedures	• King Henry VIII 3-19 School to lead Anti-Bullying meeting in which members of the Anti-Bullying Leadership Group meet virtually with School Councils from primary schools to share the school's approach to anti-bullying and address any concerns the Year 6 pupils may have in relation to bullying. • Ensure there is a common strategy to challenge bullying across the Cluster • Most Year 7 pupils communicate they know how to report bullying, that there is someone to speak to if unhappy, and that they feel safe in school (measured by pupil surveys). Anti-bullying group feedback that bullying is addressed effectively.	AHT Middle Phase, AHT Wellbeing and Cluster HTs