

West Mon Cluster

Transition Plan '25– '26



Cluster Vision:

From their experiences in the West Mon cluster schools and our core values, learners will gain the knowledge and skills to be:



Happy, healthy and confident young people, able to contribute positively to their communities, and with the skills and aspirations to succeed and thrive.

Local & National Priorities:

Our cluster transition plan has been developed alongside the following Local Authority and Welsh Government priorities as well as the inspection findings for our individual schools:

Local Authority Improvement Plan Objectives:

Objective 1 – Improve learner outcomes, particularly in literacy and numeracy, and reduce the attainment gap for vulnerable and disadvantaged learners

Objective 2 – Ensure effective targeted and specialist provision for learners with Additional Learning Needs

Objective 3 – Promote learner wellbeing and facilitate community engagement

Objective 4 – Develop learner progression pathways to encourage lifelong learning

Objective 5 – Promote staff wellbeing

Objective 6 – Develop the physical and digital environment for learning

The National Mission:

Objective 1 – Learning for life

Objective 2 – Breaking down barriers (cross curric skills, tackling disadvantage & vulnerable learners)

Objective 3 – A positive education experience for everyone (staff & pupil wellbeing)

Objective 4 – High quality teaching & leadership

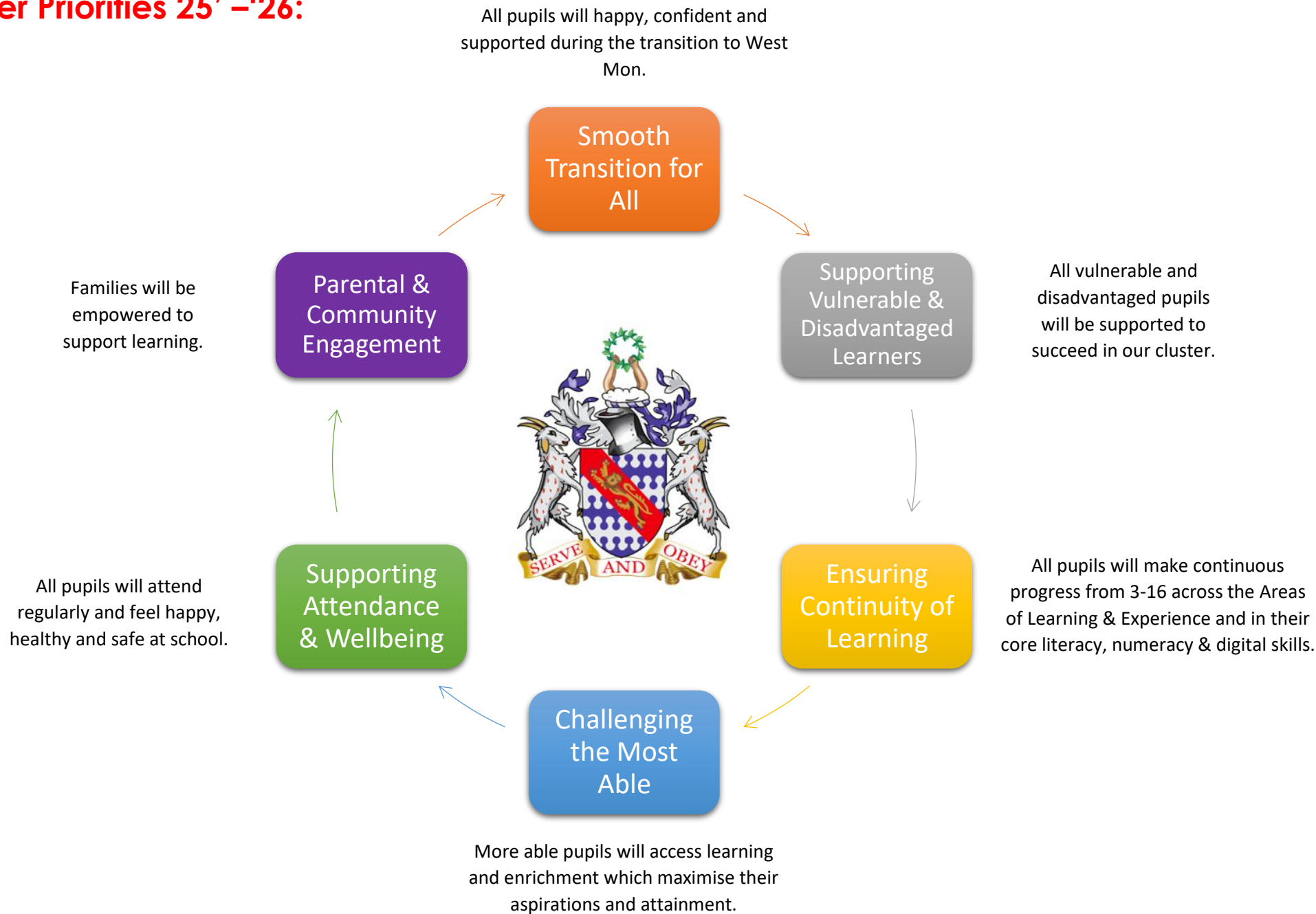
Objective 5 – Community-based learning

Objective 6 – Cymraeg belongs to us all

National Priorities:

- Improving Literacy
- Improving Numeracy
- Improving Attendance

Cluster Priorities 25' –'26:



Priority 1: Ensure all pupils have a smooth transition into year 7 at West Mon.

Headteacher Lead: EJ

Actions	Resources	When/ Who?	Success criteria	Monitoring
Continue to deliver programme of transition visits for parents and pupils across years 5 & 6 including West Mon Wednesdays enrichment programme.	Transport Costs - WMS	Ongoing LM - WMS	All pupils become familiar with WMS site and key staff. Anxieties around transition are reduced. Intake numbers remain strong – 90+% of cluster pupils choosing WMS.	Pupil Voice LM – WMS Intake analysis - EJ
Develop 'blanket' parental consent and 'Evolve' to cover all transition activities.	None	For Sept. '26 EJ	Reduced workload for year 6 teachers.	Staff Voice Primary Heads
Develop common cluster class organisation policy. (Not Penygarn)	None	For Sept. ' 26 HTs led by KP	Parents have clear expectations around class placements and moves. Reduced workload for relevant staff.	Staff Voice Heads
Develop transition passport to include all necessary information: <ul style="list-style-type: none"> • All vulnerable characteristics • Engagement score 	None	SB - WMS For Sept. '25 For Sept. '26	WMS has a holistic understanding of the strengths and needs of every child. Most pupils are achieving in line with set targets at the end of year 7.	Pupil voice CJ – WMS Yr. 7 Progress Tracking CJ - WMS

Priority 2: Ensure vulnerable & disadvantaged learners are supported through the transition process.

Headteacher Lead: KP

Actions	Resources	When/ Who?	Success criteria	Monitoring
Maintain programme of enhanced transition for all pupils identified as vulnerable including GT pupils in years 5 & 6.	Transport & delivery costs – GT Team & WMS	Ongoing LR & CJ	Vulnerable & GT pupils become familiar with WMS site and key staff. Anxieties around transition are reduced. No. of GT pupils progressing to secondary school increases – 80% in '26 intake.	Pupil Voice LR & CJ Intake analysis - LR
Review of cluster CLA PDG plan to identify & develop common approaches.	CLA PDG spend	Sept. '25 Heads led by KP	CLA pupils become familiar with WMS site and key staff. Anxieties around transition are reduced and pupils have good attendance and engagement.	Pupil Voice CLA leads Attendance, exclusion & progress data tracking CLA leads
WMS staff to be part of Yr. 6 PEP reviews.	Release costs Individual schools		As above	As above
Development of cluster activities for CLA pupils.	TBC CLA PDG	Summer '26 Heads led by KP	As above	As above
Develop cluster strategy for tackling disadvantage (informed by RADY principles) and undertake any necessary staff training.	TBC PDG	In place for Sept. '26 Heads	Closure of fsm gap in attainment, attendance and engagement.	Attendance, exclusion & progress data tracking All schools

Priority 3: Ensure there is continuity of learning between phases

Headteacher Lead: EJ

Actions	Resources	When/ Who?	Success criteria	Monitoring
Most cluster schools to use Accelerated Reader programme and share Star Reading Data at transition point.	Subscription costs Individual schools	Literacy Leads	All pupils are familiar with AR programme. Comparative data is available to aid progress tracking. Median cohort reading age of 11.0 upon entry to WMS	Star data analysis – literacy leads
Most cluster schools to use STAR maths programme and share progress data at transition point.	Subscription costs Individual schools	Numeracy Leads	Comparative data is available to aid progress tracking. Improved numeracy standards across the cluster measured by NNT Data.	Star data analysis – numeracy leads
Training for all relevant staff on effective use and analysis of National Test data.	None	SB- WMS Literacy & numeracy leads 20.10.25	All relevant staff are confident in using data to measure progress and inform planning.	Staff Voice - Heads
WMS AHT to deliver maths weekly in all cluster primaries alongside class teachers to develop common approaches to: <ul style="list-style-type: none"> • Bar modelling • Inversing operations • Logical reasoning • 'Addits' 	Release costs - WMS	SB – WMS	Common pedagogy is developed across cluster. Improved numeracy standards across the cluster measured by NNT Data	Lesson obs & book looks: SB NNT analysis – numeracy leads.
Cluster AoLE based DCF development. Year 1: Expressive Arts, Science & Tech., Languages Year 2: Humanities, Maths, Health & Wellbeing	Release costs Individual Schools	SB – WMS DCF leads	Common approaches are developed across cluster. Most pupils competent in DCF Progression Step 3 knowledge & skills.	Schools' progress tracking Class teachers
Development of cluster curriculum for science. Phase 1: Agreed Content Phase 2: Common resources Phase 3: Supporting pedagogy	Release costs Individual Schools	LJ – WMS Science leads	Common content & approaches are developed across cluster. Most pupils competent in Science Progression Step 3 knowledge & skills.	Schools' progress tracking Class teachers.

Moderation of standards at the transition point in literacy and numeracy via annual sessions.	Release costs Individual Schools	Led by SB – WMS Literacy & numeracy leads Summer Term 1 '26	Teachers have a common understanding of expected standards. Greater consistency in assessment. Improved standards in literacy & numeracy measured by NNT data.	Schools' progress tracking Class teachers
Cluster AoLE development days - to agree core knowledge / skills which will be in place at transition point.	Release costs Individual Schools	Led by WMS AoLE leads. Spring Term '26 Numeracy – 15.1.26 Humanities – 22.1.26 H&W – 5.2.26 LLC – 12.2.26 Arts – 5.3.26 Science – 12.3.26	There is a common starting point in each AoLE for pupils arriving in yr.7. Duplication in SoLs is eradicated. Pupils make progress in line with set targets.	Schools' progress tracking Class teachers.

Priority 4: Ensure our more able and talented pupils are stretched and challenged.

Headteacher Lead: KM

Actions	Resources	When/ Who?	Success criteria	Monitoring
Maintain Brilliant Club as a common cluster intervention for most able pupils in most schools. (Not New Inn)	Subscription costs Individual schools	Ongoing MAT coordinators	Raised aspiration and confidence among participating pupils. Improved KS4 outcomes for MA pupils: Primaries: Pupils working 2+ years above chronological age. WMS: 5A*-A in line with Welsh average	Pupil voice Schools' progress tracking Class teachers.
Annual Yr. 5 MAT week with STEM focus hosted at WMS. 8 pupils from each school.	Transport and delivery costs - WMS	Annually in June EJ - WMS	Raised aspiration and confidence among participating pupils. MA pupils from across cluster get to know each other.	Pupil voice - EJ
Cluster PL focus for '25-'26 will be stretch & challenge – Common strategies to be developed: To be agreed by PL group following first meeting	Release costs Individual schools	From Sept. '25 PL Leads	Improved provision for MA pupils in teaching. Improved outcomes for MA pupils.	Schools' QA processes. Heads. Schools' progress tracking Class teachers.
Musical Theatre week - opportunity for talented pupils from across the cluster to perform together and with WMS pupils.	Transport and delivery costs - WMS	Summer '26 SJ - WMS	Raised aspiration and confidence among participating pupils. Improved acting, singing and dance skills.	Pupil voice - SJ Ongoing coaching – EA staff

Priority 5: Support pupils' attendance & wellbeing.

Headteacher Lead: NB

Actions	Resources	When/ Who?	Success criteria	Monitoring
Develop common cluster attendance policy.	None	For Sept.'26 Heads & GBs	Parents have common understanding/ experiences of school expectations and processes. Reduced pupil movement. Primary: 94% Attendance Secondary: 92% Attendance	Schools' attendance tracking Heads
Early intervention meetings with families open to EWS at transition point.	Release costs - WMS	From Summer '25 CB – WMS HK - EWS	As above	WMS attendance tracking CB
Delivery of ELSA programmes in all cluster schools.	Training & release costs Individual schools – CLA PDG	Ongoing Wellbeing leads	Vulnerable pupils experience common approaches across the cluster. Improved attendance & engagement of participating pupils. Reduction in modified days related to EBSNA across all schools.	Schools' attendance & wellbeing tracking. Heads Pupil Voice – wellbeing leads.
TIS training for key staff in all cluster schools.	Training & release costs Individual schools – CLA PDG	Ongoing Wellbeing leads	As above.	As above.
Member of SLT in all schools to undertake DARPL and / or 'No Boundaries' PL.	Training & release costs Individual schools –	Heads During 25/26 school year.	All cluster schools follow DARPL principles and are inclusive environments.	Pupil Voice – wellbeing leads.
All cluster schools to engage with 'Show Racism the Red Card'		Heads October '25	As above.	As above
All cluster schools to include 'Halo' code in their uniform policies.		As Above	As above	As above

Priority 6: Parental & Community Engagement

Headteacher Lead: LS

Actions	Resources	When/ Who?	Success criteria	Monitoring
Develop programme of cluster 'Parent Power' workshops supporting parents to support pupils' learning and wellbeing	Delivery costs Shared between schools.	For January '26 Heads & GBs	Parents are empowered to better support children's wellbeing and learning. Workload on individual schools is reduced.	Parental voice
An agreed cluster local charity which all schools will support throughout the year via fundraising. Local Food Banks agreed upon.	None	For 'Sept. 25 Heads – Pupil councils.	Schools seen as a 'force for good' within the Pontypool community.	Community voice
Cluster Relay for Life event for pupils and parents.	Various associated costs – WMS	Summer '26 Heads.	As above Opportunity for pupils and families from different schools to interact.	Community voice
Children & families attendance project: <ul style="list-style-type: none"> • Target groups of 20 PA pupils identified in each school • Enrichment sessions offered at school involving pupils and parent / carer. 	WG Grant funded Approx £3k per school	Led by school attendance leads. Autumn & Spring terms.	Improved attendance among participating pupils – 85% or above Primary: 94% Attendance Secondary: 92% Attendance	Pupil voice Attendance tracking data

