

West Mon Cluster Transition Plan



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

'26 – '27 Focus Areas



Smooth Transition for All

All pupils will be happy, confident and supported during the transition to West Mon.

- Maintain an effective programme of engagement visits and information transfer to ensure all pupils' needs are understood and met at the 6/7 transition point.



Continuity of Learning

All pupils will make continuous progress from 3-16 across the Areas of Learning & Experience and in their core literacy, numeracy & digital skills.

- Continue to develop common approaches to the use of data for pupil progress tracking.
- Develop a cluster curriculum for maths.
- Develop common approaches to reading pedagogy.



Supporting Disadvantaged Learners

There will be equity for all learners in our cluster

- Develop common approaches for ensuring that disadvantaged learners have equitable access to the curriculum and make progress in line with that of their peers.



Attendance & Wellbeing

All pupils will attend regularly and feel happy, healthy and safe at school.

- Develop common cluster understanding and approaches to dealing with bullying.
- Develop common cluster approaches to improving attendance.
- Develop common approaches to supporting pupils across the cluster to have healthy mobile phone habits.



Focus Area 1: Maintain an effective programme of engagement visits and information transfer to ensure pupils' needs are understood and met at the 6/7 transition point.

Staff Leads: Liane McNeil & Primary Headteachers

Why is this a priority for our cluster?

We recognise that the yr.6/7 transition point can be a difficult time for pupils and families and that anxieties around the change of environment and expectations can impact negatively on the wellbeing of learners. In addition, we are aware of the many studies which evidence the 'transition gap' in pupil engagement and attainment at this point and so wish to do all we can to support a smooth social and academic transition from the primary to secondary phase for all pupils in our cluster.

What will success look like?

All pupils transitioning to WMS and their families will have multiple opportunities to visit the school, to familiarise themselves with the school site and to meet key members of staff. Pupils identified as requiring greater support will have an enhanced transition, offering small group or individual visits to meet and work with their assigned key adults. As a result, all pupils will feel prepared, informed and comfortable when they arrive in September. Key West Mon staff including the HoL Yr. 7, ALNCO, Attendance and Wellbeing leads will have a detailed understanding of the learning and wellbeing needs of all pupils before they join WMS. As a result, appropriate curriculum provisions and interventions will be in place, ensuring all pupils continue to make appropriate progress across the 3-16 continuum.

West Mon Cluster Transition Schedule '26/'27

Term	West Mon Wednesday	Other Transition Activity
Autumn	New Inn 23 rd September 2026	Transition pupil / parental voice – Autumn 1 (LM) Year 6 transition day – 22.9.26 Year 5 pantomime visits
Spring	Griffithstown & George St. 6 th January 2027	West Mon All Starts– 2 days of transition sports festival (Rugby, Football, Netball & Basketball) – possibly March Jambori Year 6 CATs
Summer	Penygarn & non-cluster schools 7th April 2027	Year 5 parental meetings – 17 th -28 th May Year 5 MAT Week – 21 st – 25 th June Year 5 Musical theatre camp TBC Year 5 Taster Evening – 17.6.26 Year 6 Move-Up Day & Parents Evening – 30 th June Data collection spreadsheet out Enhanced Transition Year 6 teacher meetings Year 7 pupil visits ALNCo meetings Attendance meetings FSM meets in primary schools



Focus Area 2: Continue to develop common approaches to the use of data for pupil progress tracking.**Staff Leads:** Stuart Ball & Primary Progress Leads.**Why is this a priority for our cluster?**

We recognise that accurate and rigorous pupil tracking is key to planning effective curricula and lessons and to ensuring that all pupils are making appropriate progress across the 3-16 continuum. However, since the removal of the statutory 'levels' of the National Curriculum, there is no common framework for the tracking of pupils' progress over time. Our schools approach this in a variety of ways and there are varying levels of confidence across the cluster in how to process and analyse progress data most usefully and effectively. At the transition point, efficient transfer of common and accurate pupil data is key to planning for appropriate pupil-grouping and for teaching and learning which builds seamlessly on the progress made in primary schools.

What will success look like?

There will be common testing in place which provides consistent data stream for all pupils across the cluster. Personalised Assessment data will be used diagnostically across the cluster to track progress and to inform teaching and learning. All relevant staff across the cluster will be confident in using platforms such as SIMs and Excel to analyse data efficiently without adding to workload; and common tools will be developed to support them in this. These staff will then be able to use data effectively to evaluate standards and provision in their schools and to inform improvement planning. Data transfer at the transition point will be more efficient allowing for year 7 teaching which builds on existing progress and avoids repetition.

Actions – What you will do?	Resources - Costs	When/ Who?	Success criteria - What will you see?(pupils)	Monitoring - What? Who? When?
Establish ½ termly meetings of cluster data leads to steer and facilitate development in this area.	Release costs	½ termly from Autumn 1 '27 Convened by SB	There will be agreement across the cluster on how data will be used to track progress. All schools will complete agreed tasks within agreed timescales.	HTs via line management of data leads.
Extend Personalised Assessment data analysis project to all cluster primaries.		Timelines for individual schools tbc. SB & data leads	Personalised Assessment data will be used effectively to track progress and inform planning. As a result, more pupils will make progress in line with or above expectation.	Data leads to present analysis to HTs in May cluster meeting.
Upskill all data leads in use of Excel and SIMs assessment module (or its replacement)		Pending LA decision on SIMs. SB & data leads	All data leads are confident in completing agreed data analysis tasks and do so accurately. Data analysis informs planning at whole-school, class and pupil-level leading to increased progress.	As above 'Check-ins' by SB at ½ termly meetings
Put in place CATs testing across the cluster in years 6.	GL Assessment costs – WMS to meet costs for Yr. 6 testing.	Spring 2 '27 for yr. 6. SB & data leads.	Schools use the standardised data stream collaboratively to evaluate provision across the cluster and to inform planning of teaching and learning.	HTs via line management of data leads.



			Data shows most pupils making appropriate progress in Mean SAS scores over time.	Ongoing annual review by data leads.
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Why is this a priority for our cluster?

We recognise that strong numeracy skills and good passes in maths GCSEs are the gateway to both further study and employment for our learners and, as such, it is a priority for all our schools as it is for the LA and Wales. Across our schools, many pupils make good progress in developing their numeracy skills. Moreover, the work done to develop the 'block modelling' method has strengthened pedagogy in this area and impacted positively on NNT scores. However, despite this work, there remains significant variance in pupils' skill-level on arrival at WMS and also inconsistency in the methodologies they have been taught.

What will success look like?

There will be a coherent 3-16 mathematics curriculum across the cluster with clear progression in knowledge, skills and understanding. Agreed methods, mathematical language and approaches will be used consistently across schools, supporting a smoother transition from Year 6 to Year 7. Mathematics staff will collaborate regularly to share effective practice, develop common resources and ensure consistency in teaching and assessment. Over time, variation in pupils' mathematical skills and understanding on entry to WMS will reduce, leading to improved confidence, progress and attainment in maths across the cluster, including stronger outcomes in national assessments and GCSE mathematics.

Actions – What you will do?	Resources - Costs	When/ Who?	Success criteria - <i>What will you see?(pupils)</i>	Monitoring - <i>What? Who? When?</i>
Establish ½ termly meetings of cluster maths leads to steer and facilitate development in this area.	Release costs	½ termly from Autumn 1 '26 Convened by NB & SB & numeracy coordinator	There will be agreement across the cluster on how maths and numeracy will be developed. All schools will complete agreed tasks within agreed timescales.	HTs via line management of maths leads.
All schools to participate in the Primed for Success project to consolidate consistent and effective use of 'Concrete, Pictorial, Abstract' teaching approaches in maths.	Release costs PL costs met by LA	NB (WMS HoF Maths) Maths leads	All cluster schools actively participate in the <i>Primed for Success</i> project, with evidence of consistent use of the Concrete, Pictorial, Abstract (CPA) approach in maths lessons. Staff demonstrate increased confidence and understanding of CPA pedagogy through professional learning and collaborative practice. Learning walks, pupil work and pupil voice show greater consistency in mathematical representations and methods across the cluster.	HTs via line management of maths leads
Present to the primary headteachers; current data to show numeracy levels at WMS, our planned approach to interventions and consistent teaching methods.	Release costs	Autumn 1 each year moving forward NB & SB to all primary HT	There will be agreement across the cluster on how maths and numeracy will be developed. All schools will complete agreed tasks within agreed timescales.	HT, NB, SB & numeracy coordinator
Audit current maths curricula, schemes of work and teaching methodologies across all cluster schools to identify strengths, gaps and inconsistencies.	Release costs	NB & numeracy coordinator Maths leads Autumn 2 '26	A comprehensive audit is completed and shared, identifying key areas of alignment and areas requiring development across the cluster.	Audit findings reviewed and presented in January cluster meeting.



Agree common mathematical language, methods and representations to be used consistently across the cluster, including the continued use of block modelling.	Release costs	NB & numeracy coordinator Maths leads Spring 1 '26	Agreed methodologies and mathematical vocabulary are documented and evident in teaching and learning across all cluster schools.	HTs via line management of maths leads
Implement regular cross-phase moderation and collaborative planning to ensure consistency of standards and expectations	Release costs	SB & NB Maths leads In ½ termly meetings	Greater consistency in curriculum delivery and assessment.	HTs via ongoing SE activities.
Use common approaches to baseline testing, National assessments and intervention schemes.	Release costs	NB & numeracy coordinator From Summer 1 '27	Greater consistency in assessment and the intervention resources for our pupils.	SB via line management.
Deliver PL for maths staff on agreed pedagogical approaches and effective teaching strategies via TAPAS training.	Release costs	NB & numeracy coordinator Maths leads Spring 2 '26	All maths staff have engaged with TAPAS professional learning and demonstrate increased confidence in applying the agreed pedagogical approaches and teaching strategies. Evidence from lesson observations, learning walks and work scrutiny shows that these approaches are being implemented consistently across classrooms.	SB via line management.
Develop and agree a shared 3-16 maths curriculum framework with clear progression in knowledge, skills and understanding.	Release costs	NB & numeracy coordinator Maths leads Summer 2 '27	A cluster-wide maths curriculum framework is produced and implemented, with progression maps agreed by all schools.	HTs via line management.
Create shared curriculum resources, assessment materials and transition units for key areas of learning.	Release costs	NB & numeracy coordinator Maths leads Summer 2 '27	A bank of shared resources and transition materials is available and used by teachers across the cluster.	HTs via line management.
Cascade common strategies and support staff to develop tasks and resources for their delivery via cluster INSET.	Release costs	Cluster INSET Autumn 1 '27	Staff consistently use agreed strategies and resources in their teaching. Pupils experience a consistent approach to maths learning across the cluster.	HTs via ongoing SE activities.
Focus for Cluster peer review in Summer '28.	Release costs	NB, Numeracy Coordinator and Maths Leads, Heads Summer 1 '28	Leaders will have a clear understanding of the impact of the cluster approach on provision and standards. They will use findings to inform next steps.	



Focus Area 4: To develop common approaches to teaching reading comprehension skills across the curriculum, so that learners can access, understand and engage more effectively with increasingly complex non fiction texts.

Staff Leads: Bridie Davies & year 5 teachers.

Why is this a priority for our cluster?

Reading comprehension underpins success across all areas of learning and is essential for learners to access, interpret and critically engage with increasingly complex texts. Cluster self-evaluation has identified variability in approaches to teaching reading comprehension and an opportunity to strengthen progression in reading skills between primary and secondary phases. In line with the Welsh Government's Foundational Literacy and Numeracy Plan, this priority will strengthen cross-phase collaboration and support the development of a shared reading pedagogy across the cluster. This will ensure learners develop and apply increasingly sophisticated comprehension skills, enabling them to access subject-specific texts more effectively and make a successful transition to the literacy demands of secondary education.

What will success look like?

Practitioners will develop and apply a shared approach to teaching reading across the curriculum through effective collaboration, professional enquiry and reflection on practice. As a result, learners make strong progress in their reading skills, applying an increasing range of strategies to understand, interpret and respond to texts. They develop greater confidence in engaging with increasingly complex texts, use subject-specific vocabulary effectively, and transfer their reading skills successfully across areas of learning.

Actions – What you will do?	Resources - Costs	When/ Who?	Success criteria - <i>What will you see?(pupils)</i>	Monitoring - <i>What? Who? When?</i>
Establish ½ termly meetings of cluster literacy leaders to steer and facilitate development in this area.	Release costs	½ termly from Autumn 1 '26 Convened by BD	All cluster schools are represented at half termly meetings and collaboratively contribute to the development, implementation and evaluation of agreed reading approaches.	HTs via line management.
Plan and deliver a 12-week Year 5 history enquiry on post-war migration to Britain (Windrush), using high-quality non-fiction texts as the vehicle for developing reading skills.	BD release cost	BD and Year 5 Practitioners Autum – Penygarn & George Street Spring – New Inn & Griffithstown	Most learners make strong progress in their ability to understand, interpret and respond to increasingly complex non-fiction texts, demonstrating improved reading comprehension skills.	HTs via line management.
Year 5 practitioners to trial agreed reading strategies within other		Year 5 practitioners Ongoing	All Year 5 practitioners routinely apply agreed reading strategies across the curriculum, with	BD via weekly check in with Yr 5 teacher.



curriculum contexts and evaluate their impact on learners.			evidence showing positive impact on learners' engagement, understanding and progress.	
Analyse learner work across the cluster to develop a shared understanding of progression in reading comprehension and application of reading strategies.	Release cost	BD Literacy Leaders Year 5 Practitioners Termly	Literacy coordinators and Year 5 practitioners develop a secure and shared understanding of progression in reading, resulting in greater consistency in expectations and evaluation of learner progress across the cluster.	BD Cluster meetings
Evaluate the impact of the project on reading engagement and comprehension skills.		Spring Term - Penygarn & George Street Summer Term – New Inn & Griffithstown BD Literacy Leaders Year 5 Practitioners LASIS Primary & Secondary Literacy PL Partners	Evaluation activities demonstrate that most learners show improved engagement with reading and make measurable progress in reading comprehension.	BD Book look Listening to learners Year 5 Teacher interview
Produce and share a case study of the project, including evidence of impact on practitioner practice and learner progress, to support professional learning and school improvement across the cluster and local authority.		BD & Year 5 Practitioners Summer Term	A comprehensive case study is completed and disseminated across the cluster and through the Torfaen LA Reading Annex, providing robust evidence of improvements in practitioner effectiveness, the consistency of reading pedagogy, and positive learner outcomes.	HTs via line management.
Deliver a cluster INSET session to share and model agreed reading comprehension strategies, enabling practitioners to develop a shared understanding of effective reading pedagogy and support consistent implementation across schools.		Cluster INSET Autumn 1 '27 BD, Literacy Leaders & Year 5 Practitioners	Most practitioners report increased confidence in teaching reading comprehension and implement agreed strategies consistently within their classrooms.	HTs



Focus the Cluster Peer Review (Spring 2028) on the implementation and impact of agreed reading comprehension strategies, using findings to inform future cluster-wide professional learning and improvement priorities.		BD & Literacy Leaders Spring 28 LASIS Primary & Secondary Literacy PL Partners	Peer review evidence confirms that agreed reading strategies are being implemented consistently across schools and are contributing to improved learner progress in reading.	HTs
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Focus Area 5: Develop common approaches for ensuring that disadvantaged learners have equitable access to the curriculum and make progress in line with their peers.

Staff Leads: Liane McNeil & primary headteachers

Why is this a priority for our cluster?

Despite variance in rates of free school meal entitlement across our cluster, tackling disadvantage is a priority for all our schools as it is for both the LA and Welsh Government. We know that COVID 19 disruption impacted disproportionately on disadvantaged and vulnerable learners and, despite interventions to address this, differentials remain between the attendance, engagement and attainment of fsm and nfsm learners across the cluster. Our disadvantaged learners exhibit lower levels of 'school readiness' overall and deficits in confidence and 'cultural capital' can hinder them in accessing the curriculum as effectively as their peers.

What will success look like?

All staff across the cluster will have a clear understanding of the potential barriers to attainment and engagement faced by vulnerable learners. Staff will also have an understanding of how best to support these pupils and core common strategies will be in place across all schools alongside those bespoke to context. All schools will be committed to ensuring equity for disadvantaged learners and targeted access to enhanced support will be in place. In addition, all schools will commit to building the cultural capital of these learners and will have plans in place to support this. As a result, all schools will see reductions in the differentials between the attendance, engagement and attainment of fsm and nfsm learners.

Actions – What you will do?	Resources - Costs	When/ Who?	Success criteria - What will you see?(pupils)	Monitoring - What? Who? When?
This priority will be a standing agenda item at ½ cluster HT meetings to steer and facilitate development in this area.	Release costs	½ termly from Autumn 1 '26 Convened by EJ	There will be agreement across the cluster on how this area will be developed. All schools will complete agreed tasks within agreed timescales.	EJ – Cluster HT agendas
Awareness raising PL in all cluster schools - Challenging Education uplift.		Completed by all schools by the end of Autumn term. LM & HTs	All cluster staff will have a clear understanding of how disadvantage can impact on pupils' ability to engage positively and to make progress at school.	Staff voice following PL - HTs
Agreement on an 'FSM Charter' which will: - outline core teaching and learning strategies to tackle disadvantage which will be in place in all cluster schools. - Outline how cluster schools will ensure there is equity across their provision (eg. positive discrimination in access to interventions etc.		For launch in January '27 LM & HTs	All cluster staff will consistently and effectively employ agreed strategies to support the engagement and progress of fsm learners in lessons. The engagement and progress of fsm learners in lessons will be comparable to that of their peers. Schools will begin to see reductions in the differentials between the attendance, engagement and attainment of fsm and nfsm learners.	Focused learning walks and book looks in individual schools. Summer 1 – '27 Sharing of findings at July cluster Heads.



PL to support the implementation of the above across cluster schools as required.		Across Spring term ' 27	As above	As above
Development of a 'West Mon Cluster Promise' outlining the cultural capital experiences all pupils will have at each phase.	Associated costs of providing experiences to be met via PDG funding.	For launch in September '27	All fsm pupils across the cluster will have a range of 'cultural capital experiences which will enhance their ability to engage with the curriculum.	HT scrutiny of tracking documents – from Autumn '27



Focus Area 6: Develop common cluster understanding and approaches to dealing with bullying

Staff Leads: Gareth Cooksey and primary wellbeing leads.

Why is this a priority for our cluster?

We recognise that bullying is one of the key concerns of pupils and families and that it can have a very negative impact on pupil wellbeing, engagement and attainment. Across the cluster there is considerable divergence in staff understanding of what constitutes bullying and also, consequently, in approaches employed to reduce incidents and mitigate impacts. This can be confusing for parents as pupils move between schools and can lead to unnecessary conflict between schools and families.

What will success look like?

Schools across the cluster will have a common understanding of what constitutes bullying and will use a common language when discussing incidents with pupils and parents. A common policy will be in place across the cluster setting out a graduated response to incidents of bullying appropriate to pupils' stage of development. This policy will be clearly understood by staff, pupils and families. Incidents of bullying will be tracked rigorously and data gathered analysed to inform ongoing provision at cluster, school, class and pupil level. Overtime, incidents of bullying will decrease across the cluster.

Actions – What you will do?	Resources - Costs	When/ Who?	Success criteria - <i>What will you see?(pupils)</i>	Monitoring - <i>What? Who? When?</i>
Establish ½ termly meetings of cluster wellbeing leads to steer and facilitate development in this area.	Release costs	½ termly from Autumn 1 '27 Convened by GC	There will be agreement across the cluster on how provision in this area will be developed. All schools will complete agreed tasks within agreed timescales.	HTs via line management of wellbeing leads.
Develop cluster bullying policy setting out: -A common understanding of behaviours which constitute bullying. -Shared language to be used when discussing incidents of bullying with pupils and parents. -Common graduated response to bullying appropriate to phases of learning.		Policy for launch in Summer 1 '27 GC & Wellbeing leads	Incidents of bullying behaviours will be dealt with consistently across the cluster. Reduced conflict with families when dealing with incidents due to clear definitions and processes. Reduction in instances of bullying behaviours over time.	GC and wellbeing leads Review in ½ termly meetings. Termly analysis of bullying data .
PL to support implementation of the above with key staff in all schools.		Summer 1 '27 GC & Wellbeing leads	As above.	As above
Development of a common tracking tool to support diagnostic analysis of bullying data gathered.		In place for Summer 1 '27 GC & Wellbeing leads supported by EJ.	Instances of bullying behaviours will be rigorously and consistently recorded across the cluster. Data will be regularly analysed and findings used to inform provision.	HTs via line management of wellbeing leads. GC and wellbeing leads Review in ½ termly meetings.



Focus Area 7: Develop common cluster understanding and approaches to improving attendance.

Staff Leads: Connor Bragg and primary attendance leads.

Why is this a priority for our cluster?

We recognise that excellent attendance is the key driver of high pupil engagement and attainment. In all of our schools, attendance remains below pre-COVID levels and also below the LA target of 95% despite significant progress made in recent years. The Cluster average for academic year 25/26 was 92.1%. Analysing data of other schools with a Cluster approach to addressing attendance where the attendance average for the cluster was 93.2%. Although all our schools broadly follow the LA 'Strive' attendance policy, there remains significant variance in expectations, policy and process between schools. This is confusing for parents and can lead to unnecessary conflict between schools and families.

What will success look like?

There will be a common cluster attendance policy in place outlining a clear and rigorous graduated response to attendance concerns which all schools will adhere to. The policy will also clarify common expectations and processes around lateness, authorisation of holidays and the use of FPNs and will include templates for standardised communication. As a result, parents will have a clear understanding of expectations for attendance across the cluster and all pupils and families will receive the timely support required to improve attendance. Attendance leads will be confident in using available tools to analyse attendance data and will use findings to inform actions at cluster, school, class and pupil level. Rates of attendance across the cluster will improve to at least 93% in secondary and 95% in primaries.

Actions – What you will do?	Resources - Costs	When/ Who?	Success criteria - What will you see?(pupils)	Monitoring - What? Who? When?
Establish ½ termly meetings of cluster attendance leads to steer and facilitate development in this area.	Release costs	½ termly from Autumn 1 '26 Convened by CB	There will be agreement across the cluster on how provision in this area will be developed. All schools will complete agreed tasks within agreed timescales.	HTs via line management of attendance leads.
Develop cluster attendance policy setting out: -A common graduated response to attendance concerns. -Common expectations and processes for lateness, holidays and FPNs.		Policy for launch in Spring 1 '27 CB & Attendance leads	Attendance concerns will be dealt with consistently across the cluster. Reduced conflict with families when dealing with attendance issues due to clear expectations and processes. Improvements in attendance: 95% for primary and 93% for secondary.	CB and attendance leads Review in ½ termly meetings. Termly analysis of attendance data .
PL to support implementation of the above with key staff in all schools.		Autumn 2 '26 CB & Attendance leads	As above.	As above



Upskill all attendance leads in use of Power BI and SIMs assessment module (or its replacement)	CB In ½ termly attendance meetings	All attendance leads are confident in completing agreed data analysis tasks. Data analysis informs planning at school, class and pupil-level leading to improvements in attendance.	As above HTs via line management of attendance leads.
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Focus Area 8: Develop common approaches to supporting pupils across the cluster to develop healthy mobile phone habits.

Staff Leads: Gareth Cooksey and primary wellbeing leads.

Why is this a priority for our cluster?

We are aware of the many studies identifying the harmful physical and mental health impacts of mobile phone and social media usage among young people. The WMS SHRN survey evidences higher than national night-time social media use amongst older girls particularly. This correlates with lower levels of physical exercise and lower levels of overall happiness and life satisfaction. We are aware that many pupils across our cluster have un-restricted access to the internet and social media from an early age and that unhealthy habits are being formed prior to arrival in secondary school. In addition, key staff report that parents are often unclear on the risks posed by social media use in general and of specific apps / platforms; and that many struggle to set appropriate boundaries for their child's use.

What will success look like?

All parents and pupils across the cluster have a clear understanding of the negative impact of mobile phone and social media usage among young people; and of the risks associated with specific apps. All schools have consistent policies on usage during the school day and consistent advice is provided to parents on how best to manage their children's use of mobile phones and social media. Over time, pupils will develop more healthy mobile phone habits which will support improved engagement and progress in school and improved levels of physical and mental health.

Actions – What you will do?	Resources - Costs	When/ Who?	Success criteria - What will you see?(pupils)	Monitoring - What? Who? When?
Undertake parental voice activity to ascertain attitudes, concerns and needs.		GC & wellbeing leads Autumn 1 '26	GC & wellbeing leads will have a clearer understanding of parental knowledge and attitudes on the issue which they can use to inform actions going forward.	HTs via line management of wellbeing leads.
School to school working with Monmouth Comp. cluster to learn from their work in this area.		GC & wellbeing leads Autumn 2 '26	GC & wellbeing leads will learn from the experiences of the Monmouth cluster and will use findings to inform actions going forward.	As above
Development of cluster mobile phone charter incorporating: - Information on associated risks. - Information on commonly used Apps and platforms. - Guidance on healthy habits and routines.		GC & wellbeing leads For launch in Spring 1 '27	Charter will be in place and shared with families across cluster leading to: -Improved parental understanding of risks. -Improved management of phone use at home. -Reduction in poor behaviour / engagement and mental health issues related to phone use.	GC – discussions in ½ termly meetings Follow-up parental voice survey in Spring '28



-Advice on how to establish and maintain the above.				
Provide workshop sessions for parents on the above.		GC & wellbeing leads Spring 2 '27	As above	As above

