



CHURCH IN WALES
PRIMARY SCHOOL

Bryntirion Cluster **Transition Plan**



Bryntirion Comprehensive School

Maes yr Haul Primary School

Bryntirion Infants School

Penyfai Church in Wales School

Cefn Glas Infants School

Trelales Primary School

Llangewydd Junior School

Ysgol Bryn Castell

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Bryntirion Cluster Transition Plan

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

Bryntirion Comprehensive School
Bryntirion Infants School
Cefn Glas Infants School
Llangewydd Junior School
Maes yr Haul Primary School
Penyfai Church in Wales Primary School
Trelales Primary School
Ysgol Bryn Castell

This plan sets out the priorities that Bryntirion Cluster have identified to drive standards forward across the Cluster. The plan will focus on achieving the aims of the Cluster.

Purpose

Our agreed aims are:

- **To raise standards of teaching and learning across the Cluster**
- **To promote continuity across all key stages**
- **To promote and support cross-phase work**
- **To promote consistency among key stages**
- **To identify and target support at vulnerable pupils**
- **To share good practice across all phases within the cluster**
- **To promote the continuity of education between Key Stage 2 and 3**
- **To ensure that appropriate pupil data is transferred and used to enable all pupils to make appropriate progress**
- **To ensure that parents/careers are fully informed of the transfer process**
- **To share expertise and resources**
- **To realise the benefits from shared training and acquisition of knowledge and skills**

The Plan sets out how we will work together to realise the above aims. It summarises aims and priorities agreed by partner schools for the period September 2016 to July 2019 and provides detailed action plans for the academic year 2016-17. Progress and next steps will be reviewed and agreed annually by our partner schools; as with the production of this plan we will seek the views of parents, carers and pupils on the approach taken (individual schools will put document on school website).

Content of the plan

This plan addresses the action that will be taken against the core requirements set out in the guidance provided by the Welsh Assembly Government.

- 1. Managing and co-ordinating transition**
- 2. Joint curriculum planning**
- 3. Achieving continuity in teaching and learning methods.**
- 4. Achieving consistency in assessment and monitoring and tracking pupils' progress against prior attainment**
- 5. Evaluation of the impact of the policy and improvement initiatives on standards**

In each case the plan identifies current and ongoing work. Where areas of improvement are identified we shall agree priorities and work together to achieve successful outcomes over the period of the plan.

Managing and Coordinating Transition

Each school has nominated its Headteacher to be the lead on transition. The Headteacher steering group strategically manages transition targets and meet on the first Monday of each month. Transition is high on the list of priorities for the agenda for each meeting. Mrs Kathryn Foster (Headteacher – Bryntirion Infants School) and Mr Nick Brain (Headteacher – Bryntirion Comprehensive School) are the transition coordinators for the cluster.

Annual Review

The steering group meets monthly to review progress, identify further issues to be addressed and agree any necessary actions. An annual review of progress takes place in June and considers the progress made and agrees priorities for the following year including roles and responsibilities.

Transition Coordinators

Kathryn Foster and Nick Brain are the Transition Coordinator and they will advise on:

- Monitoring progress made against key improvement areas
- Ensure regular opportunities exist to include parents/carers and pupils in feedback
- Ensure links with Bridgend LA
- Advise on any action to meet the requirements set out in the WG guidance with regard to review and publication of the plan
- Provide the LA with regular feedback on the current good practice that exists within the Cluster
- Attend the Transition Consultative group meetings with the LA
- BCBC Cluster Transition representatives: Mrs K. Foster and Mrs C. Jenkins

Reviewing and monitoring the plan

The plan will be monitored on a monthly basis by the steering group of Headteachers. Designated staff highlighted within priority area targets will monitor the plan at the times highlighted within the detail of the plan. A full review will be undertaken annually at the end of the academic year.

Monitoring and Evaluating

The cluster has a number of working parties; Headteachers, Deputy Headteachers, Moderation and Assessment groups and other groups as necessary to support Cluster development. All groups are fully involved in monitoring and evaluating their progress.

Sharing of Information

There are robust processes in place where staff safely exchange secure data detailed information on an individual pupil's learning style and progress. Any vulnerable pupils from our school communities are highlighted and strategies developed to ensure they have access to a safe and secure transfer to the secondary school. Cluster Schools use a variety of tracking systems to monitor and share pupil progress from class to class and across schools where appropriate.

Pastoral links

Current pastoral links are well developed. Year 5 and 6 parents and children attend the secondary school each October to enable pastoral links to be established at the start of each academic year.

There are many pastoral events held throughout the year when parents and children from each key stage can come together to experience life in the secondary school. This list is included in Appendix 1 of the plan.

Joint Curriculum Planning

In light of the Donaldson Report ('Successful Futures') and in-line with WG changes to the curriculum, the Cluster will continue to work together to continue to deliver a common curriculum across the Cluster of Schools.

The focus of curriculum planning until 2019 will be the development of independent skills, as part of Successful Futures planning and participation in BCBC's 'Good to Excellent' strategy in-conjunction with Central South Consortium (CSC).

Examples of Good Practice

Some Schools within the Cluster have been identified as having examples of good practice within CSC:

School	Area of good practice
Bryntirion Comprehensive School	Executive Headteacher of CCYD and Bryntirion Comprehensive School (after CCYD went into Special Measures) Wellbeing
Bryntirion Infants School	Lead School for Letters and Sounds
Cefn Glas Infants School	Foundation Phase Alliance – Training & Support
Llangewydd Junior School	Pioneer School
Maes yr Haul Primary School	English Writing & Big Maths
Ysgol Bryn Castell	Working towards Quality Lead School for Achievement for All; published Case Study on CSC Digital Media and Literacy; best practice of using film in the classroom

Continuity in Teaching and Learning Methods

There is a continual emphasis upon dialogue focussed upon teaching and learning methodology and pedagogy within all Cluster working parties.

Within the current plan we have prioritised several opportunities for staff across phases to view good practice in each other's classroom and this will support the aims of the cluster in achieving its aim of continuity of teaching across the cluster. It will also provide staff with a clear insight into each other's classrooms.

There is a need for continued development in Continuity in Teaching and Learning Methods and this will be a priority area for the next three years.

There are currently several teaching and learning strategies in operation across the cluster, including:

Good to Excellent

Literacy

Numeracy

Digital Competence Framework

Welsh

Foundation Phase

Year 2

Year 6

As a Cluster we often share existing resources such as the Bryntirion Comprehensive School sports hall. Bryntirion Comprehensive School also offers a comprehensive transition package for year 6 pupils every year [See Appendix 1].

The schools use the expertise of each school within the cluster as and when it is required and the staff are always keen to share their skills and knowledge with a range of staff to support teaching and learning across the Cluster.

Consistency in assessment and monitoring and tracking pupils' progress against prior attainment

The DH forum organises termly opportunities for teachers from all phases to discuss and assess children's work so that there is consistency in standards and progression throughout the cluster. The collaboration between the secondary and feeder schools in the cluster has enabled us to produce excellent portfolios in many areas.

At the transition point, pupils' achievements in the core subjects are passed to the secondary school as well as any information relating to special educational needs and behaviour issues.

Bridging units are used across the Cluster with assessment opportunities incorporated.

Schools within the Cluster have their own tracking procedures and the results are passed to the accepting schools to support curriculum planning and teaching and learning. Strengths and areas for development are also shared with appropriate staff.

Evaluation of the impact and improvement initiatives on standards

To achieve our ultimate aim of raising standards in all our schools it is important that targets are evaluated annually and are monitored monthly for the life of the plan. The working parties and forums we currently have in place will contribute to the monitoring and evaluation programme. We will also seek evaluation of the programmes we introduce from the wider community.

Communication is very important so there is a line management structure for managing the plan.

- Subject working parties feed into the DH forum
- DH Forum feed into Heads forum.
- A middle managers forum has responsibility for feeding back information on some areas within the plan.

The HT forum is fully committed to reviewing and developing the plan throughout the year and giving feed back to staff in each cluster school and to the LA.

Priority Areas for the current year 2016/17

1. To continue to raise standards in identified areas of the curriculum
2. To participate in BCBC's 'Good to Excellent' strategy to develop independent learning
3. Ensuring continuity in the assessment, monitoring and tracking of pupils' progress
4. Continuity of curriculum: ensure that teachers across all phases share a common understanding of effective pedagogy and teaching strategies

Three Year Overview of Development			
	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)
Managing and coordinating transition	<ul style="list-style-type: none"> • Review current forums and working parties • Produce a transition plan and ensure it is published in accordance with WG requirements • Undertake a full review of the plan • Review the heads who act as Transition coordinators • Develop processes for sharing of information • Ensure the cluster manages linguistic continuity to enable pupils to continue to develop their skills • Review cluster aims and objectives in light of new curriculum and skills development • Standardisation and moderation of Core Subjects to be coordinated and managed by DH forum • Improve continuity in the transfer of information 	<ul style="list-style-type: none"> • Review monitoring and evaluation processes and refine accordingly • Review all working parties to ensure they continue to work at maximum efficiency • Review new initiative and refine processes accordingly • To continue to develop pastoral links and links with the wider community • To continue to further develop our collaborative approach to the cluster through the continuing development of the middle managers strategic forum 	<ul style="list-style-type: none"> • Produce the transition plan and ensure it is published in accordance with WG requirements • Evaluate and consolidate

Three Year Overview of Development

	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)
Joint curriculum planning	<ul style="list-style-type: none"> • To review the curriculum and work as a cluster to develop joint planning initiatives, especially with regards to DCF • To undertake joint planning to ensure continuity of implementation of new curriculum • To continue to raise standards in literacy and numeracy through continued collaborative work • To continue building on the developments of independent skills across the cluster 	<ul style="list-style-type: none"> • To review resources and ensure all staff access quality resources • To continue to raise standards in literacy and numeracy across the Cluster • To create a rolling programme where each subject in turn will be subject to review and development, including Welsh – managed and coordinated by DH forum 	<ul style="list-style-type: none"> • Cluster self-evaluation, transition plan review and new initiatives introduced by WG • Evaluate and consolidate

Three Year Overview of Development			
	Year 1 (2016/17)	Year 2 (2017/18)	Year 3 (2018/19)
Achieving continuity in teaching and learning methods	<ul style="list-style-type: none"> • To initiate opportunities for staff to move between the phases to view good practice and share expertise around the development of independent skills of learners • To create working parties around specific phases; Foundation Phase, Year 2, Year 6 	<ul style="list-style-type: none"> • To build on the work of the previous academic year and continue to focus on a framework for development • Working parties to prioritise aims and progression with their specific areas 	<ul style="list-style-type: none"> • Cluster self-evaluation, transition plan review and new initiatives introduced by WG • Evaluate and consolidate
Achieve consistency in assessment and monitoring and tracking pupil progress	<ul style="list-style-type: none"> • To continue to develop a consistency of approach to assessment for pupil wellbeing • To continue to moderate and standardise across the Cluster • To consider the development of a common cluster approach for the assessment and tracking of pupil progress 	<ul style="list-style-type: none"> • To further develop common practices • To continue to build on strategies to ensure data is transferred and used effectively 	<ul style="list-style-type: none"> • Cluster self-evaluation, transition plan review and new initiatives introduced by WG • Evaluate and consolidate
Evaluating the impact of policy and improvement initiatives	<ul style="list-style-type: none"> • To review and update the transition policy and roles and responsibilities within it • Ensure regular feedback to cluster Headteacher meetings 	<ul style="list-style-type: none"> • To continue to develop strategies for measuring improvements • To review the success of joint planning 	<ul style="list-style-type: none"> • Cluster self-evaluation, transition plan review and new initiatives introduced by WG • Evaluate and consolidate

Priority 1: To continue to raise standards in Welsh second language					
Target: Welsh working party to develop plan					
Strategically planned tasks:	Success Criteria:	Personnel involved	Timescale:	Budget resources:	Evaluation
Oracy focus: topic related vocabulary	A booklet of vocabulary appropriate to each age group will be prepared and shared across the Cluster	Cluster schools Welsh coordinators	Summer 16 – Summer 17	£80 per school per ½ day	Report back to cluster HT
Budget implications for this priority area: ½ day per term					
Lead Teachers: Bryntirion Comprehensive School Welsh Coordinator					

Priority 2: To continue to develop independent learning across the Cluster and participate in BCBC's 'Good to Excellent' strategy					
Target: Good to Excellent working party to develop plan					
Strategically planned tasks	Success Criteria	Personnel involved	Timescale:	Budget resources	Evaluation
Nominated staff to meet to develop action plan	Action plan produced by working party	Cluster representatives	Dec 2016	½ day per term	
Budgetary implications of this priority area: Project to be funded through BCBC's 'Good to Excellent' strategy					
Lead Teachers: Kathryn Foster with Simon Joseph					

Priority 3: Ensuring continuity in the assessment, monitoring and tracking of pupils' progress					
Target: To develop a common assessment tool for tracking pupil wellbeing					
Strategically planned tasks:	Success Criteria:	Personnel involved	Timescale:	Budget resources:	Evaluation

Research assessment methods for pupil wellbeing and present to HTs	Research completed Presentation made to HTs	DHTs	July 2017	One day per term	
Implement wellbeing tool across all Cluster Schools	Wellbeing tool implemented in all schools	DHTs	To start Sept 2017	TBC	
Budget implications for this priority area: £420 per school (for supply)					

Priority 4: Continuity of curriculum: ensure that teachers across all phases share a common understanding of effective pedagogy and teaching strategies					
Target: DHTs to strategically lead curricula groups across the Cluster					
Strategically planned tasks	Success criteria	Personnel involved	Timescale	Budget resources	Evaluation
1. Strategic planning meeting to decide the aspects of pedagogy and the teaching strategies to be shared and improved, a manageable methodology and action plan for the project.	All schools agree and identify the areas of pedagogy/teaching strategies to be shared and developed during transition, the methodology to be used, the specific teachers who will be involved, and the accountability within each school.	SMT, Transition coordinators or learning coordinators, Challenge adviser	Ongoing	Time	
2. Induction meeting for Year 6 and Year 7 teachers to form working-pairs and to disseminate the selected areas of pedagogy/teaching strategies to be developed, the methodology that will be used in the project and its planned outcomes.	All participating Year 6 and Year 7 teachers: are clear that they understand the area of pedagogy/teaching strategy that they will share and develop, and the methodology of the project; become a member of	From the secondary school and each primary school involved: Member of the SLT, Transition coordinators or learning	October	Supply costs.	

Priority 4: Continuity of curriculum: ensure that teachers across all phases share a common understanding of effective pedagogy and teaching strategies					
Target: DHTs to strategically lead curricula groups across the Cluster					
Strategically planned tasks	Success criteria	Personnel involved	Timescale	Budget resources	Evaluation
	working-pair; undertake to participate in two shared lessons, one in Year 6 and one in Year 7, and to participate in identifying and disseminating areas for sustaining and developing pupils' learning experiences through transition between KS2 and KS3.	coordinators. All Year 6 and Year 7 teachers taking part.			
Monitoring: who, how, when of task completion	Strategic overview by a nominated DHT who feeds back termly to the DHTs group and HTs group.				
Evaluation: who, how, when against success criteria	DHTs group; HTs group				

This transition plan is agreed on behalf of the Governing Bodies of our partner schools by the following;

	Signature	Name	Position	School
		Nick Brain	Headteacher	Bryntirion Comprehensive School
		Kathryn Foster	Headteacher	Bryntirion Infants School
		Sue Henderson	Headteacher	Cefn Glas Infants
		Neil Clode	Headteacher	Llangewydd Junior School
		Mike Street	Headteacher	Pen Y Fai Primary School
		Kevin Stroud	Headteacher	Maes yr Haul Primary School
		Anthony Morrison	Headteacher	Trelales Primary School
		Helen Ridout	Headteacher	Ysgol Bryn Castell

Appendix 1: Transition Events

Event	Time of year
Open Evening	September
Taster Day	October
Science Taster Day	February
Cymanfa Ganu	March
Transition Day	June
Year 6 Parents Meeting	June
MAT events	November, Feb and March
School musical	Morning show; all Cluster Schools are invited to attend
Visits to Primary Schools	Throughout the year June/July
Eisteddfod involvement <ul style="list-style-type: none"> • Participation in competitions • Attendance at Eisteddfod 	March
Newsletter	Ongoing (as/when published)