



TRANSITION AND PROGRESSION PLAN: PORTHCAWL CLUSTER 2025-28

Transition Co-ordinator: Ceri-Ann Painter

Porthcawl Cluster Co-ordinator: Rachel John

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

Newton Primary - Rachel John

Nottage Primary - Adele Thomas

Porthcawl Primary – Evan Richards

West Park Primary - Sarah Morgan

Porthcawl Comprehensive - Mike Stephens

Purpose

Our agreed aims are:

- to manage and coordinate the transition of learners from the feeder primary schools to the secondary school
- to demonstrate how continuity of learning will be achieved through curriculum design and planning for learning and teaching for learners in Year 6 transitioning to Year 7
- to demonstrate how each individual learner's progression will be supported as they transition from primary school to secondary school
- to support the learning needs and the well-being of each individual learner as they transition from primary school to secondary school
- to review and monitor the impact of the transition plan in respect of how it has helped:
 - achieve continuity of learning
 - support individual learner progression

Shared Understanding of Progression Plan

Planning for shared understanding of progression is embedded within the transition plan. Headteachers and staff from the cluster schools will continue to collaborate together in a variety of ways including:

Personnel Involved	Priorities and Actions	Frequency
Primary Headteachers; secondary Headteacher and Deputy Headteacher	Set the strategic direction for Monitor and evaluate the impact of the transition plan	Monthly
Literacy and Numeracy Leads	Review the impact of the work undertaken on progression mapping	Termly
ALNCOs	Develop aligned processes and procedures to ensure consistency across the school.	Termly
Wellbeing Leads	Promote engagement, progress, and achievement of most vulnerable learners	Summer Term

Timeframe

This plan sets out how we will work together to achieve the aims outlined. It summarises aims and priorities agreed by the partner schools for the period September 2025 to July 2028 and provides detailed action plans for the academic year 2025 -28.

The progress made towards achieving the aims of the plan will be reviewed and agreed annually by all partner schools.

Three Year Overview of Development 2025-28

	Year 1	Year 2	Year 3
1. Managing and co-ordinating the transition of learners	Timetable of activities including departmental transition mornings; team teach lessons, open evening etc.	Timetable of activities including departmental transition mornings; team teach lessons, open evening etc.	Timetable of activities including departmental transition mornings; team teach lessons, open evening etc
2. Continuity of learning	Review and assess the effectiveness of the current collaboration for Maths/Numeracy and make informed amendments to enhance learner progression and coherence.	Review and assess the effectiveness of the current collaboration for Maths/Numeracy and Literacy and make informed amendments to enhance learner progression and coherence	Review and assess the effectiveness of the current collaboration across AOLEs and make informed amendments to enhance learner progression and coherence
3. Supporting individual learner's progression	Develop a common approach to assessment and reporting across the cluster, an effective moderation process and a set of cluster agreed learner milestones that define what a good learner looks like at Progression Step 3, to support consistent expectations and progression across all schools.	Implement a common approach to assessment and reporting across the cluster, an effective moderation process and a set of cluster agreed learner milestones that define what a good learner looks like at Progression Step 3, to support consistent expectations and progression across all schools.	Embed a common approach to assessment and reporting across the cluster, an effective moderation process and a set of cluster agreed learner milestones that define what a good learner looks like at Progression Step 3, to support consistent expectations and progression across all schools.
4. Supporting the learning needs and wellbeing of each individual learner	Identify and remove potential barriers to supporting vulnerable pupils including eFSM and pupils with ALN	Identify and remove potential barriers to supporting vulnerable pupils including eFSM and pupils with ALN	Identify and remove potential barriers to supporting vulnerable pupils including eFSM and pupils with ALN
5. Reviewing and monitoring the impact of the transition plan	Annual Review of Plan: An annual review of this plan at the first cluster Headteachers' meeting to consider progress and agree priorities for the following year.	Annual Review of Plan: An annual review of this plan at the first cluster Headteachers' meeting to consider progress and agree priorities for the following year.	Annual Review of Plan: An annual review of this plan at the first cluster Headteachers' meeting to consider progress and agree priorities for the following year.

Priority 1	Managing and co-ordinating the transition of learners			
Success Criteria	To successfully manage and coordinate the transition of year 6 learners into year 7.			
Focus	Actions	Personnel involved	Timescale	Budget/resources
1.1 Develop a comprehensive leadership culture across the cluster to foster collaborative leadership practices and school improvement	Senior leaders to work collaboratively across the cluster through the Collaborative Improvement Programme . To review current understanding and practice in relation to progression of skills in Literacy and Numeracy. This 'Deep Dive' will include developing a collaborative approach to better understand the approaches taken across the cluster, current practice in terms of sharing key information and opportunities to share best practice and learn from each other. The focus of the programme is to develop strategic learning opportunities to support school improvement.	Headteachers Deputy Headteachers Senior leaders Curriculum leads Skills coordinators	2026 –2028	Staff time Cost of cover
1.2 Timetable of transition events and activities produced annually	A varied timetable of transition events and activities created to allow all Year 6 pupils to become familiar with Porthcawl Comprehensive School.	DHT at PCS Year 6 teachers	Annual activities held throughout the three year plan	Cover for staff to deliver the activities
1.3 Regular Cluster meetings	Monthly meetings between cluster Headteachers and Deputy headteacher of PCS to discuss the transition events and to update/review the Transition Plan	Headteachers DHT of PCS	Monthly	Time available for relevant staff
Monitoring and Evaluation	Headteachers and deputy headteachers will regularly monitor the transition activities. All staff involved in leading the activities. Transition Plan to be RAG rated			

Priority 2	Continuity of learning			
Success Criteria	<p>To ensure continuity of learning for Year 6 into Year 7 through curriculum design and planning for teaching and learning</p> <ul style="list-style-type: none"> Curriculum planning demonstrates a coherent progression pathway ensuring that learning builds systematically on prior knowledge, skills, experiences and understanding. Learning is sequenced carefully within and across AOLEs, enabling learners to revisit, consolidate and apply learning in increasingly sophisticated ways. Teachers use assessment effectively to identify steps in learning and adapt teaching to support continuous progression for all learners Learners can articulate what they are learning, why they are learning it, and how current learning connects with previous and future learning. Progression is evident for all groups of learners, including those requiring additional support and those capable of achieving highly. Staff collaborate across phases, departments and AOLEs to ensure continuity, consistency and high expectations throughout the learner journey. Transitions between stages and phases are seamless because staff share meaningful information about learners' progress, strengths and next steps. Professional learning focuses on improving curriculum design, pedagogy and assessment to strengthen learner progression. Leaders monitor and evaluate progression robustly, using evidence from learner work, discussions, assessment information and classroom practice to inform continuous improvement. 			
Focus	Actions	Personnel involved	Timescale	Budget/resources
2.1 Joint INSET focusing on curriculum design/teaching and learning across the cluster	Work towards a common approach/understanding to/of classroom pedagogy	Senior leaders	Annual	Time available for relevant staff
2.2 AHT Porthcawl Comprehensive shows approach to 'Language of Learning' with primary colleagues	There is sharing of good practice in classroom pedagogy, which leads to an improvement in standards	Senior leaders Middle leaders	July 2027	Time available for relevant staff
2.3 Progression in Literacy	Enhanced focus on literacy progression - Termly meetings of literacy leads to	Literacy leads	July 2027	Time available for relevant staff

	<ul style="list-style-type: none"> • Share practice – Pedagogy to aid progress • Share practice – assessment to aid progress • Agree focus of literacy progression – Reading and Writing • 'Literacy Everywhere' toolkit shares across cluster 			
2.3 Greater consistency in pupil learning in Maths and Numeracy	<p>All four primary schools and the comprehensive school to take part in a cluster project called 'Primed for Success'. This will allow greater consistency in pupil learning in Maths and Numeracy across years 6 and 7. This is a Welsh Government initiative led by Professor Yeap Ban Har. Staff will receive professional learning on the CPA approach (Concrete-Pictorial-Abstract). This project will -</p> <ul style="list-style-type: none"> • Reinforce key messages and correct misconceptions • Identify how the CPA approach works through the CfW • Set an enquiry question • Develop an Action Plan • Carry out the actions and enquiry • Present the findings 	Year 6 staff or numeracy leads	July 2027	<p>Staff time</p> <p>Cover costs covered by Welsh Government for 7 days</p>
2.4 Curriculum Progression	<p>An enhanced Literacy and Numeracy Curriculum Progression Model and AOLE Progression mapping focus.</p> <p>AOLE Curriculum Progression Overviews to be created for Years 5, 6 and 7 to include -</p> <ul style="list-style-type: none"> • Topic • Linked resources 			Time available for relevant staff

	<ul style="list-style-type: none">• Overview of topic• Key learning information/experience• Main subject discipline			
Monitoring and Evaluation	Monthly cluster Headteacher meetings Maths/numeracy lead meetings Maths/numeracy leads to share progress			

Priority 3	Supporting individual learner's progression			
Success criteria	<p>To ensure learners progress according to needs and ability through -</p> <ul style="list-style-type: none"> • The agreed Cluster Assessment and Moderation Policy is applied consistently by staff across the cluster. • Year 6 portfolios and cluster moderation activities demonstrate consistent expectations and accurate teacher judgements across all schools. • Baseline assessment outcomes are analysed collaboratively to identify common areas of need, leading to targeted early interventions that show initial impact. • Cluster-agreed learner milestones for LLC and Mathematics & Numeracy are developed, refined, and used to support coherent progression and transition at Progression Step 3. 			
Focus	Actions	Personnel involved	Timescale	Budget/resources
3.1 Develop a common approach to assessment and reporting across the cluster	<p>An agreed assessment approach across the Cluster to ensure consistency and continuity of ongoing assessment, reporting and data collection. This will involve:</p> <ol style="list-style-type: none"> 1. Common timetable of testing windows for Personalised Assessments agreed. 2. Common lists of assessment materials for standardised assessments to ensure further consistency. 3. Streamlining transition documentation to ensure core data is shared in an effective way 4. Common approach of reporting to parents 	Senior Lead on Progress from PCS - SJJ Headteachers	Review meeting by July 2027 and to be completed July 2028	<p>Staff time</p> <p>SJJ to bring interim reports</p> <p>Interim reports to be shared</p>
3.2 Develop an effective moderation process across the cluster with a focus on skills development Numeracy and Literacy	<p>Moderation process uses the progression maps created to identify what is age expected.</p> <p>Portfolios are created to support staff with assessment processes.</p>	Headteachers Curriculum leads Literacy and numeracy leads	July 2028	Time available for relevant staff

	Staff are confident in accurately assessing pupil progress. Progression is evaluated to ensure it is a true reflection of what is expected			
3.4 Establish a common transfer process of pupil data - Establish a common transfer process that incorporates all the relevant data required for students that are transferring between schools. Agree the content and timing of information to be shared between settings. Introduce common testing for reading ages on transition Develop learner portfolios to support learners to be active participants in the transition process (one page profiles)	<p>Common information data transferred by agreed date.</p> <p>There is a more streamlined, accurate and consistent means of data transfer from school to school.</p> <p>Learners are active participants in transition process</p>	ALNCOs Senior Lead for Transition	July 2027	Time available for relevant staff
Monitoring and Evaluation	<ul style="list-style-type: none"> • Monthly cluster Headteacher meetings • Transfer of information between Y6 and Y7 used to inform form groupings • Y6 and Y7 learning plans to be evaluated so that they reflect agreements made during AOLE collaborative planning meetings 			

Priority 4	Supporting the learning needs and well-being of each individual learner			
Success criteria	To monitor the wellbeing and identify the needs of learners			
Focus	Actions	Personnel involved	Timescale	Budget/resources
4.1 Identify potential barriers to supporting FSM families with a particular focus on attendance	<p>All schools have a clear understanding of the barriers to their financially challenged families/cluster schools with a focus on attendance.</p> <p>Schools successfully share what is current good practice for their financially challenged families to improve attendance. PDG plans are shared across the cluster with good practice being identified and used successfully to inform practice.</p> <p>Actions to address the attendance barriers are identified and used constructively to improve attendance rates across the cluster.</p>	Headteachers Senior leads on attendance EWO	Annually reviewed	Time available for relevant staff
4.2 Undertake a Cluster Vulnerability Assessment Profile (VAP) with all schools	Clear understanding of individual learner needs and cohort data to ensure strategic planning to best support learners in the transition process.	EET link Headteachers Senior leads on vulnerable pupils	Annually during Summer Term	Time available for relevant staff
4.4 Key staff to participate in ALN reviews and ensure key safeguarding information is discussed and shared prior to transition.	<p>Clear understanding of ALN learner needs and those who are open to children's services so we can best support their integration into mainstream school.</p> <p>All available data for each learner with ALN gathered including OPPs and IDPs</p>	ALNCOs	On going through to July 2028	Time available for relevant staff

4.5 Speech and Language Support Language Link intervention in line with school provision maps.	Language Link Assessments to be carried out by all cluster schools. All pupils who are Red / Blue to receive Language Link intervention in line with school provision maps. Language Link Intervention Lead, ALNCo's and class teachers to liaise over the results to improve pupil's clarity of speech / understanding of spoken language. Group based support / intervention and individual support / therapy carried out to ensure pupils receiving Speech and Language intervention in school will meet their individual or group targets.	ALNCOs Specialist S&L staff	Annual testing through to July 2028	Time available for relevant staff
4.6 Enhanced support for most vulnerable	Summer programme of events/activities set up for pupils identified as most anxious to attend the Helping Hands programme. ALN morning held and staff from PCS to attend IDP reviews in summer term.	Senior Lead for wellbeing Wellbeing staff Year 6 teachers ALNCOs		Time available for relevant staff
Monitoring and Evaluation	<ul style="list-style-type: none"> Year 6 Helping Hands questionnaires Pupil and parental feedback forms 			

Priority 5	Reviewing and monitoring the impact of the transition plan			
Success Criteria	<ul style="list-style-type: none"> Monitoring and review meetings are held as planned Improvements in teaching, learning or wellbeing can be directly linked to actions within the plan. All cluster schools contribute to the review process and take ownership of the agreed actions. The plan is updated in response to review findings with clear rationale and next steps recorded. 			
Focus	Success criteria (including impact on pupils)	Personnel involved	Timescale	Budget/ resources
5.1 Monthly cluster meetings	Review progress against action plan objectives. Include updates from each school and identify areas needing support.	Headteachers Transition leads	Monthly	Time available for relevant staff
5.3 Staff and pupil feedback	Use a variety of methods e.g. surveys, focus groups, discussions with pupils and staff to assess impact and gather insights on agreed focus.	Transition leads	Annually	Time available for relevant staff
5.5 Annual Review of Transition Plan	An annual review of this plan in meeting to consider progress and agree priorities for the following year.	Headteachers and Deputy Headteacher of PCS	Annually	Time available for relevant staff
Monitoring and Evaluation	Feedback from surveys/questionnaires Monthly cluster meetings			