

2025 - 2028

Aberdare Cluster Schools



ABERDARE CLUSTER PLAN 2025 - 2028

Aberdare Community School
St John Baptist High school
Hirwaun Primary School
Penywaun Primary School
Cwmdare Primary School
Aberdare Park Primary School
Caradog Primary School
Llywcoed Primary School

Abernant Primary School
Aberdare Town Church in Wales Primary School
Cwmbach Community Primary School
Cwmbach Church in Wales Primary School
Blaengwawr Primary School
Oaklands Primary School
Capcoch Primary School
Cwmaman Primary School

CLUSTER TRANSITION PLAN Progression Step 3 & 4 (Year 6 & 7)		Achieving a common understanding of the “What matters” statements with Curriculum for Wales document. Development of collaborative cluster work. Common understanding of the progression steps (especially at PS3)		
Focus Area 1 CURRICULUM FOR WALES				
Current practice	Ways forward	Timescale	Resources	Monitoring
<p>1) HT, AoLE leads and all staff have attended cluster training regarding the new curriculum . Practitioners are working on a cluster basis to drive forward a shared approach to the new curriculum – the aim is to create a concept based curriculum shared by the whole cluster.</p>	<p>Year 1 -<i>Collaborative cluster work based around the progression of learning across the curriculum.. Each AoLE group to be overseen by HT within cluster</i></p> <ul style="list-style-type: none"> • Creation of sub groups, focusing on the oracy strand from the LLC AOLE. • Termly focus on different languages English language, Welsh second language and MFL. • Sub groups to work on developing a common understanding surrounding the “What Matters” statements within their focus AoLE and the progression steps and agreed common concepts. • LLC leaders from all cluster schools to collaborate to create a progression map focusing on the oracy strand. 	<p>Start – September 2025. On-going throughout year.</p> <p>On-going throughout year. Meeting termly. 2025-2026</p>	<p>Cover for SLT/teachers to attend sub group meetings</p>	<p>SMT and primary Head teachers; Subject specific colleagues from secondary schools.</p>

Aberdare Cluster Plan 2025 - 2028

	<ul style="list-style-type: none"> • Create a cluster digital portfolio using exemplar oracy materials from progression step 1 through to progression step 4. <p>Year 2 – Focus as above</p> <ul style="list-style-type: none"> • Creation of sub groups, focusing on the reading strand from the LLC AOLE. • Termly focus on different languages English language, Welsh second language and MFL. • Sub groups to work on developing a common understanding surrounding the “What Matters” statements within their focus AoLE and the progression steps and agreed common concepts. • LLC leaders from all cluster schools to collaborate to create a progression map focusing on the reading strand. • Create a cluster digital portfolio using exemplar reading materials from progression step 1 through to progression step 4. <p>Year 3 - Focus as above</p> <ul style="list-style-type: none"> • Creation of sub groups, focusing on the writing strand from the LLC AOLE. 	<p>Start – September 2026. On-going throughout year.</p> <p>On-going throughout year. Meeting termly. 2026-2027</p> <p>Start – September 2025. On-going throughout year.</p> <p>On-going throughout year. Meeting termly. 2025-2026</p>	<p>Cover for SLT/teachers to attend sub group meetings</p> <p>Cover for SLT/teachers to attend sub group meetings</p>	<p>SMT and primary Head teachers; Subject specific colleagues from secondary schools.</p> <p>SMT and primary Head teachers; Subject specific colleagues from secondary schools.</p>
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<p>2) Deputy Heads network enables strong collaborative working across the cluster with particular focus on arrangements for assessments (in and of learning). Embedding practices for assessment with a focus on a moderation and standardisation capture format to inform school evaluation processes.</p>	<ul style="list-style-type: none"> • Termly focus on different languages English language, Welsh second language and MFL. • Sub groups to work on developing a common understanding surrounding the “What Matters” statements within their focus AoLE and the progression steps and agreed common concepts. • LLC leaders from all cluster schools to collaborate to create a progression map focusing on the writing strand. • Create a cluster digital portfolio using exemplar writing materials from progression step 1 through to progression step 4. <p>Each year, the Deputy Head’s network will undertake further work on Curriculum for Wales, including, but not limited to:</p> <ul style="list-style-type: none"> • Sharing good practice across schools • Remaining up-to-date with current practice and WG initiatives and priorities. • Embedding practices for assessment with a focus on a moderation and standardisation capture format to inform school evaluation processes. • Looking at leadership development with a view to building capacity across schools. 	<p>Network to start no later than November 2025 – deputies to meet half termly and as appropriate to the chosen focus</p>	<p>ACS Deputy and SJB assistant head linked to Curriculum and assessment to lead the group.</p> <p>Supply cover to release deputy headteachers from class.</p>	
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Aberdare Cluster Plan 2025 - 2028

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CLUSTER TRANSITION PLAN KS2/KS3		Ensuring that each individual learner's progression is supported as they transition from primary to secondary school. Providing robust arrangements for managing and coordinating transition between primary and secondary schools.		
Focus Area 2 : Support for learner's progression (transition)				
Current practice	Ways forward	Timescale	Resources	Monitoring
<p>1. Specific relevant information is shared between primary and secondary colleagues.</p>	<p>Cluster to agree a shared, clear set of information (summative) to be passed between primary and secondary schools.</p> <p>Cluster to agree reading test (NEW Salford reading test) in order to provide the secondary schools with parity of information 2025- 2026.</p> <p>Cluster to agree maths test (MALT test) in order to provide the secondary schools with parity of information 2026- 27.</p>	<p>Start – 2025. Decision made during Autumn Term 2025. Information to be sent to secondary schools May/June 2026 and continue each year going forward.</p>	<p>Cost of reading tests etc.</p>	<p>SLT (School Leadership Teams).</p>
<p>2. Pupils who still require skills interventions are identified by the primary school and secondary school continue the interventions used</p>	<p>To provide progression and continuity in teaching and learning. The information on interventions that pupils are receiving in the primary school will be transferred and where possible continued in the secondary schools. *Audit range of interventions across the cluster. *Begin to agree on a consistent approach to interventions across Primary and Secondary. *Utilise sixth form pupils from both Cluster High schools to deliver basic skills interventions to primary school pupils.</p>	<p>On-going throughout year. Meeting June of the transfer year (2025)</p>	<p>Cover for teachers if required.</p>	<p>SLT, ALNCO and primary head teachers.</p>
		<p>Start 2025. On-going throughout year.</p>	<p>Cost of CAT BKSB tests</p>	

Aberdare Cluster Plan 2025 - 2028

<p>3. CAT tests are used by ACS and SJB in years 7, BKSB is used by SJB year 9 to determine cognitive ability of all pupils and to devise appropriate individualised support for pupils who transfer with basic skills' needs or are able and talented</p>	<p>CAT/ BKSB testing is used by secondary schools to identify pupils who need additional support or are able and talented. To ensure that the interventions are appropriate to the ability of the child in secondary sector. To track the progress of all pupils receiving intervention and to ensure they achieve maximise their potential.</p>		<p>Cost of invigilation Cost of analyses against child and interventions</p>	<p>SLT & ALNCO in secondary schools</p>
<p>4 Develop pupils identified as MAT in certain areas decided on by the Cluster</p>	<p>A MAT register is available in all schools for pupils. Secondary schools meet to coordinate MAT experiences for the coming year.</p>	<p>Start September 2025</p>	<p>Cost of cover for secondary colleagues coordinating the activities. Cost of materials</p>	<p>Transition coordinators form ACS SJB , representatives from primary partners</p>
	<p>The cluster will work together through AoLE development work on the provision for MAT pupils across all schools and both sectors.</p>	<p>Ongoing</p>	<p>No costs expected here – work to be done through cluster meetings and AoLE sub group meetings.</p>	<p>AoLE leadsfor secondary schools and cluster & primary headteachers.</p>

CLUSTER TRANSITION PLAN KS2/KS3		To ensure a consistent approach within our cluster to the improvement and maintenance of attendance for our pupils.		
Focus Area 3: Well-Being		To ensure our pupils have a positive attitude to school and that all schools develop the physical and emotional well-being of their students		
Where we are now?	What we want to achieve?	Timescale	Resources	Monitoring
<p><u>Attendance</u> Local authority targets are set for all schools within the cluster. Schools have adopted a number of consistent practices to improve attendance within their schools.</p>	<p>Consistent closing of registers for am and pm registration Similar statutory systems are put in place to monitor, evaluate and review the progress in attaining attendance targets. Schools will share their criteria for the authorisation of holidays within term time. Schools will share current good practice to improve attendance.</p>	2025-2026	Cluster meeting time	Cluster head-teachers Cluster lead – ACS
<p><u>Wellbeing</u> Strong focus on wellbeing throughout the cluster with a range of support and activities used to promote wellbeing in schools.</p>	<p>Sector leading practice in the cluster approach to wellbeing. Creation of a clear and costed CLA plan. 2 members of staff from each cluster school to attend TIPPS training over a period of 3 years in line with the CLA PDG cluster plan. Dissemination of information between cluster schools from the TIPPS training. Cluster members to share good practice to reduce the hidden cost of the school day to enable equity for all.</p>	2025-2028	As per CLA Plan	Impact evaluation by CLA sub group
<u>Transition</u>				

Aberdare Cluster Plan 2025 - 2028

<p>Senior Staff from secondary schools visit primaries to obtain relevant and important information regarding pupil wellbeing and a variety of information to ensure smooth transition between schools.</p> <p>Transition days in secondary schools are held for Year 6 and taster days for Year 5 pupils .</p> <p>Pupils identified as ALN/Vulnerable pupils are invited to make extra visits to secondary school to form relationships and develop confidence.</p>	<p>Visits will be complemented by the transfer of information from Local Authority MIS safeguarding which is now used across the local authority.</p> <p>Primary Schools have a cluster ALN forum who work closely with secondary colleagues to ensure that there is effective communication between primary and secondary schools.</p> <p>Person Centred Practice (PCP) between schools in line with the new ALN bill will assist with transition and Team around the Child (TAC) meetings where appropriate. Enhanced transition has been identified as a positive feature of cluster collaboration.</p> <p>Cluster to agree a shared way of collating information for both secondary schools in the cluster.</p>	<p>2025-2028</p> <p>Ongoing half termly meetings.</p> <p>Ongoing</p> <p>By June 2026</p>	<p>Release time as appropriate</p>	<p>Headteachers</p>
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Monitoring and Review of Plan

- Transition is an item on every cluster agenda meeting in order that the plan can be monitored and any recent events discussed.
- Formal review of plan at the end of each academic year by the transition sub group.
- The evaluation of this Transition Plan in July 2026 will inform any amendments in the next two years.

This plan is agreed and adopted by all schools who are apart of the Aberdare Cluster.

Name of School: _____

Headteacher: _____ **(Date)**

Chair of Governing Body: _____ **(Date)**