

ST JOSEPH'S CLUSTER TRANSITION PLAN  
**2025-2026**

# Together we are one...

## Newport and Chepstow Catholic Schools Group

Newport Catholic Cluster Vision for a Seamless Learning Pathway  
This vision represents a joint agreement between the following schools:



St David's RC Primary School



St Gabriel's RC Primary School



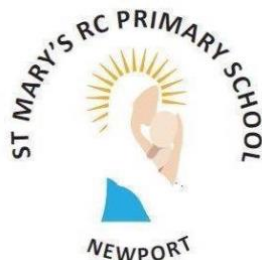
St Joseph's RC Primary School



St Joseph's RC High School  
Ysgol Uwchradd Catholig Josef Sant



St Mary's RC Primary School, Chepstow



St Mary's RC Primary School, Newport



St Michael's RC Primary School



St Patrick's RC Primary School

**Our main purpose is to foster the common bond of the Catholic Faith, which exists between the schools and to serve the Catholic and the wider Christian Community by helping children to develop their relationship with Jesus Christ. Our 3-year Cluster Transition Plan for first cohort Year 6 2025/2026 has been co-constructed and approved by our Governing Bodies and published on 1<sup>st</sup> September 2025. As a family of schools, we are committed to developing a seamless learning pathway for our pupils which:**

- maintains and builds upon the momentum previously established
- ensures appropriately high expectations of what every pupil can achieve
- secures continuity and progression in the planning and delivery of the curriculum
- promotes the development of the key skills of literacy, numeracy and digital competency
- continually improves the quality of teaching and learning through partnership and the sharing of pedagogical practice
- builds pastoral links which are in place to meet every pupil's personal and social needs.

We want our pupils to feel that they are:

- socially prepared for the transfer to their new school
- happy and secure in their new school
- transitioning across the continuum in a natural, smooth and almost seamless manner
- moving on and progressing in their education
- recognised for their academic, personal, cultural and sporting achievements or aptitudes.

Our agreed aims are to:

- promote the continuity of education across the continuum
- develop and support cross phase work
- facilitate greater staff awareness of other phases, especially its practice and methodology as well as the pupil experience
- prepare Year 5 and 6 pupils for the transfer experience
- identify and target specific support at those pupils considered to be vulnerable
- ensure proper availability and use of pupil transfer data
- inform parents/carers/families of the transfer process
- design a common strategy to convey the importance of Catholic education to all sectors of our community.

The implementation of the above aims fundamentally rely upon the development of a common educational philosophy in which no one partner is any more or less important than another. When developing and evaluating our work, schools will focus on a variety of transitional competencies in order to meet the needs of learners and provide engaging and rewarding opportunities. This will ensure the programme has the necessary skill sets, qualities and ingredients for successful transition in:

- Expressive Arts
- Humanities
- Health and Wellbeing
- Language, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

In turn, our work will help all cluster schools achieve our collective aims of nurturing young people who demonstrate the following qualities:

- **Happy** pupils, who show confidence in their approach to education, are excellent attendees, demonstrate outstanding behaviour, have a healthy approach to their lives and through strong friendships/ fellowship are positive role models and contributors to our immediate and wider community.
- **Safe and secure**, thanks to excellent care, support and guidance, they can support themselves and one another in school, at home and within the wider community.
- **Motivated** individuals, pupils who want to be the best they can be, are prepared to work hard/ play hard, have future aspirations and demonstrate eagerness, drive, commitment, dedication and are 'contributors, not takers'. Motivated individuals, pupils who want to be the best they can be, are prepared to work hard/ play hard, have future aspirations and demonstrate eagerness, drive, commitment, and dedication, and are 'contributors, not takers'.
- **Passionate** pupils, demonstrating commitment to their faith and culture, individuals who have many opportunities to take part in hobbies, sport, music, art and show a love of learning.
- **Independent** individuals who are researchers, teachers, thinkers and workers, pupils who regularly demonstrate initiative, exhibit leadership skills and 'know how to' or 'know where to'.
- **Number and word literate**, pupils who are confident in the use of, strong in the understanding of and can apply across the curriculum.



- **Team players** who have a community spirit which embraces the gospel values, and are valuable members of society who demonstrate high quality employability skills (LORIC).
- **Proud** pupils who are loyal and active members of their church, school, community and nation, individuals who celebrate living in a diverse, multicultural society and possess resilience and ambition.

Cluster partnership schools will seek the views of parents, carers and pupils on the approach taken, planning review and evaluation steps.

We will also work in partnership with colleagues in the Education Achievement Service (EAS), the Archdiocese, and the Local Authority together with extended agencies and professional bodies.



Proposal	Actions	Monitoring	Timescales	Person responsible	Cluster Lead
Managing and coordinating transition	<ul style="list-style-type: none"> <li>Complete and agree Cluster 25-26 Plan</li> <li>Review Cluster 3 Year Vision Plan 25-28</li> <li>SJHS to take lead on managing and coordinating transition activities which are co-constructed</li> <li>HTs to calendar and meet half-termly</li> <li>Calendar Y6 Parent transition evening (July 26)</li> <li>Calendar Y6 transition days (July 26) Ongoing annually.</li> </ul>	<ul style="list-style-type: none"> <li>Half-termly cluster Headteacher meetings</li> <li>Cluster transition arrangements to be agreed by all schools</li> <li>Evaluation of transition activities (July 26)</li> <li>Cluster Vision Plan 25-28 to be approved by all governing bodies</li> </ul>	May 2025— July 2025	J Ryan R Hanford Y6 teachers	Headteachers
Ensure continuity of learning for Y6 into Y7 pupils through curriculum design and planning for teaching and learning	<ul style="list-style-type: none"> <li>Organise cross cluster classroom and intervention research observations looking at effective strategies to enable nearly all students to make progress developing independence and independent learning</li> <li>Develop understanding and sharing of how we enable learning through our different learning environments, so that there is better understanding of areas to improve, and clear progression across the continuum</li> </ul>	<ul style="list-style-type: none"> <li>Half-termly cluster Headteacher meetings</li> <li>Half-termly PL lead meetings</li> <li>All minutes to be stored in cluster shared area</li> <li>PL leads meetings 24/22/25, 8/10/25, 3/12/25, 4/2/26, 18/3/26, 13/5/26, 1/7/26</li> </ul>	Sept 25— July 26	J Ryan R Hanford PL leads	Headteachers

	<ul style="list-style-type: none"> <li>● Share and develop practice of how learning environments are used across the cluster to inform curriculum development and progression</li> <li>● Continue with PL group to share appropriate pedagogical approaches half-termly (Sept 25) with focus on independence and independent learning, with a focus this year on how the learning environment offers opportunities for the application and development of skills, and how pupils take ownership for presenting/capturing their independent learning</li> <li>● Evaluation of Y7 learning</li> <li>● Evaluation of Y6 learning</li> <li>● Compile curriculum coverage map of Yrs 5-7</li> <li>● Shared INSET day (21/11/25) on Spirituality and our shared Catholic Virtues, with evaluation of listening to staff conducted by PL group</li> <li>● SJHS to facilitate primary teachers on transition days, to complete learning walks and talks to see if cluster PL project has supported pupil progression in independence.</li> </ul>	<ul style="list-style-type: none"> <li>● PL group to research and evaluate how our learning environments can impact independent learning and develop independence, reporting to cluster on 16/1/26 and 19/6/26</li> <li>● Evaluation of listening to staff following INSET day</li> <li>● Visits to schools by PL group to establish opportunities and best practice across Yrs 5&amp;6 and Yr7</li> <li>● Primary teachers use findings from learning walks and talks to inform Y6 planning and to report on impact on learning in Y7.</li> </ul>			
--	--	--	--	--	--



Ensure each individual pupil's progression is supported	<ul style="list-style-type: none"> <li>● AOLE leads and HoDs to meet to plan progression from Y6 into Y7.</li> <li>● AHT Yrs7-9, new HoY and AHoY for Y7 to visit all cluster primary schools (May-June 26) to meet pupils and Y6 teacher</li> <li>● Share all relevant information between Y6 teacher and HoY/AHoY</li> <li>● Use personalised assessments to assist progression awareness in Y7</li> <li>● Disseminate best practice in independence and independent learning through PL group</li> <li>● Participate in the first year of EAS Maths No Problem/Primed for Success scheme across the cluster to develop a shared understanding of pedagogy and practice</li> <li>● Share and develop teaching approaches to developing numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>● Half-termly cluster Headteacher meetings</li> <li>● Y6 and Y7 learning plans to be evaluated so that they reflect agreements made during AOLE collaborative planning meetings</li> <li>● Transfer of information between Y6 and Y7 used to inform form groupings</li> <li>● Minutes from PL meetings</li> <li>● Numeracy leads participation in cluster project feedback to HT meetings as above</li> <li>● Numeracy leads to meet and share strategies</li> <li>● Feedback to be provided to HT meetings termly</li> </ul>		J Ryan R Hanford Y6 teachers HoY/AHoY Year 7 25/26	Headteachers
---	---	--	--	---	--------------

Ensure all learning needs and well-being needs are supported	<b>Learning and Well-being needs:</b> <ul style="list-style-type: none"> <li>● Organise transition Mass for Y6 pupils (July 26)</li> <li>● Run Mock High School Week across the cluster (June 26)</li> <li>● AHT Yrs 7-9, new HoY and AHoY for Y7 to visit all cluster primary schools (May-June 26) to meet pupils and Y6 teacher</li> <li>● Share all relevant information between Y6 teacher and HoY/AHoY (June-July 26)</li> <li>● Calendar new Y7 form tutor well-being meeting for parents (Sept/Oct 26)</li> <li>● Share all ALN information with ALNCO at SJHS (to include MAT) to enable enhanced transition experiences e.g., individual visits with parents/carers, (April-June 26) Edu Key</li> <li>● Plan and deliver cluster INSET to support staff Spirituality—Raymond Friel-- holistic approach to Catholic education and CST</li> <li>● Send ‘Welcome’ postcards to identified vulnerable students throughout summer term and holidays</li> </ul>	<ul style="list-style-type: none"> <li>● Half-termly cluster Headteacher meetings</li> <li>● R Hanford to plan Mock High School Week and develop across cluster, conducting L2L and staff evaluation</li> <li>● HoY7 to evaluate effectiveness of transition in preparation for high school (Oct 25)</li> <li>● Listening to parents and pupils (Oct 25)</li> <li>● ALNCO termly meetings</li> <li>● MyConcern training for HTs at cluster meeting (date TBC)</li> <li>● L2 staff through ALNCO Teams meeting Autumn 2025</li> <li>● Evaluate coverage of celebration of diversity across Yrs 6 &amp; 7</li> <li>● SEAP group to meet Autumn term and agree follow up</li> </ul>		R Hanford Y6 teachers D Jones (ALNCO) K Burke HoY/AHoY Year 7 25/26 Year 7 Form Tutors 25/26	Headteachers
--	---	--	--	--	--------------

	<ul style="list-style-type: none"> <li>• Send specific transition booklet to identified students and Loom videos to answer questions (April—Sept 26)</li> <li>• Identify and invite vulnerable students into SJHS at end of August to visit and tour school, to support emotional and mental well-being of pupils</li> <li>• Identified students offered bespoke sessions to include trial lessons and sporting activities after school on a Monday (June 26)</li> <li>• Create ALN booklet for new Y7 pupils for teaching staff and ALN google classroom (Sept 26)</li> <li>• Invite DJ to HTs meeting to update on enhanced transition provision</li> <li>• Monitor MAT pupils through LWT-- Yr6 teachers meeting Yr7 teachers to discuss pupils and progress July 26</li> <li>• Celebration of Excellence evening involvement of Primary Heads</li> <li>• Share SHRN data March/April--Yr6 pupils</li> </ul> <p><b>Anti-Racism:</b></p> <ul style="list-style-type: none"> <li>• Promote anti-racism approaches across the cluster through:</li> </ul>	<p>meeting to review approaches</p> <ul style="list-style-type: none"> <li>• Equity group to meet half-termly and report to HTs meeting</li> <li>• Families of concern across the cluster to be identified and approaches shared</li> </ul>			
--	---	---	--	--	--

	<ul style="list-style-type: none"> <li>● Explore celebration of diversity in Yr6 texts and work, to ensure there is progress into Yr7 and beyond</li> <li>● Cluster SLT to undertake DARPL anti-racism webinar series</li> <li>● Approach Rachel Clarke to run cluster INSET 26/27</li> <li>● Collaborate across cluster on completion of individual SEAPs and share approaches</li> </ul> <p><b>Poverty/Deprivation:</b></p> <ul style="list-style-type: none"> <li>● Establish cluster group of Equity leads to support families of concern for poverty/attendance, to share strategies and approaches</li> <li>● Share deprivation (40% in most 20% deprived areas) information with cluster primaries to identify families just above the FSM threshold, and ensure this information is conveyed during transition</li> <li>● Enhanced and vulnerable learner support---uniform, prom clothes, after March 1st LK to notify primary schools of dates for uniform shop through addition to acceptance letter</li> </ul>				
--	--	--	--	--	--



	<ul style="list-style-type: none"> <li>• Make families aware of primary school food banks through SJHS Magazine</li> <li>• Christmas hampers to be informed by info from primary schools</li> <li>• Safeguarding, poverty, and attendance to be part of discussion between Yr6 teacher &amp; Yr7 HoY</li> <li>• Stationery packs made available for those in need</li> <li>• Share Newport TAP training information and Equity group to devise cluster plan to present to cluster heads</li> </ul> <p><b>Attendance:</b></p> <ul style="list-style-type: none"> <li>• SJHS attendance officer to attend Equity group and work with cluster primary schools for families of concern</li> <li>• Update cluster attendance policy</li> <li>• Edu key, My Concern information shared</li> </ul>				
School Support Officer Networking	<ul style="list-style-type: none"> <li>• Meetings to be held termly and calendared in advance</li> </ul>	<ul style="list-style-type: none"> <li>• Minutes from SSO termly meetings</li> <li>• Half-termly cluster Headteacher meetings</li> </ul>	Sept 25– July 26	D Rogers	Headteachers

HT Leadership	<ul style="list-style-type: none"> <li>● Enhance cluster work and develop future areas for development and address HT well-being - Leadership in a Catholic School, Sustaining Improvement and Capacity Building</li> <li>● Undertake training with Martin Le Compte—3 days for SLT members and 1 day HT, to further equip senior leaders with the skills and mindset to inspire, empower, and develop the Catholic and school leaders of the future.</li> </ul>	<ul style="list-style-type: none"> <li>● Identified member of SLT to undertake leadership training for 3 days Oct 25 venue TBC</li> <li>● Strategic planning for change and identifying strengths across cross phase and sharing good practice.</li> <li>● HTs undertake 1 day update training in leadership Oct 25 venue TBC</li> <li>● HTs to attend Catholic Leaders Conference</li> </ul>	October 25	Cluster HTs Member of SLT	Chair of Newport and Chepstow Catholic Schools
---------------	--	---	------------	---------------------------------	--