

Llangatwg Cluster of Schools Clwstwr Ysgolion Llangatwg



Cluster Development Plan (CDP)
Cynllun Datblygu Clwstwr (CDY)



Cluster Development Plan Priorities 2025-26 Overview

Theme 1: Supporting Pupils' Transition

Lead: GAF, RD, SB, MT

Collaborators: All Cluster Headteachers

Objective 1a: To develop the use of pupil voice across the Llangatwg family of schools, to ensure that pupil voice has a direct impact on the transition process

Objective 1b: To continue to strengthen cross-school opportunities and relationships for learners across the Llangatwg Family of School

Objective 1c: To further develop the transition process for learners and parents/carers, to foster relationships between all stakeholders

Theme 2: Curriculum Development

Lead: LM, KK, KT

Collaborators: Health and Wellbeing AoLE Leads / Expressive Arts AoLE leaders

Objective 2: Develop a continuum of learning from 3-16, with a clear focus on skills and progression (focussing specifically in year 1 on Health and Wellbeing and Expressive Arts).

Theme 3: Teaching and Learning



Llangatwg Cluster of Schools

Lead: LM, SH, LW

Collaborators: All teaching staff across the Cluster

Objective 3: *Improve the quality and consistency of teaching across the Llangatwg Cluster.*

Theme 4: Pupil Support and Wellbeing

Lead: SB, SH, RH, CJ, KT, GP

Collaborators: All Cluster Headteachers, Learning Community Manager, Educational Welfare Service, CLA

Coordinators

Objective 4a: To look at consistency in improving attendance across the cluster of schools, including learners from vulnerable groups, e.g. CLA, FSM, ALN, etc.

Objective 4b: Llangatwg School to be invited and attend all CLA reviews for Y6 learners across the cluster of schools, to implement early intervention and support as required

Objective 4c: To deliver a robust, learner-centred cluster CLA PDG plan to aims to support CLA learners across the cluster



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| Theme 1 | Supporting Pupils' Transition |
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| Objective 1 | <p><i>Objective 1a: To develop the use of pupil voice across the Llangatwg family of schools, to ensure that pupil voice has a direct impact on the transition process</i></p> <p><i>Objective 1b: To continue to strengthen cross-school opportunities and relationships for learners across the Llangatwg Family of School</i></p> <p><i>Objective 1c: To further develop the transition process for learners and parents/carers, to foster relationships between all stakeholders</i></p> |
| Rationale | <p>The transition process that is in place for the learners within the Llangatwg Family of Schools has been recognised as good practice, and was a spotlight in the most recent Estyn inspection. It is important to build upon this success in order to build confidence, self-esteem and independence in learners, and allow all stakeholders to have a sound understanding of the transition process. Good quality transition is essential in order to support learners in all areas of their academic life, including academic progress, attendance and wellbeing, and can only be achieved through alleviating misconceptions, concerns and worries, and building positive relationships between staff, learners and parents/carers in a pupil centred way. Everyone must feel valued, heard and respected.</p> |
| Lead | GAF, CA, SB, MT |



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| person(s) | | | | | | | |
| Collaborators | All Cluster Headteachers | | | | | | |
| Supporting Pupils' Transition | | | | | Monitoring | | |
| Key Initiative(s) | | Success Criteria | | Timeline | Oct 25 | Jan 26 | Mar 26 |
| 1a.1 | To introduce mini conferences across the Llangatwg Family of Schools to ensure learners across the cluster have a voice, and can bring about change | <ul style="list-style-type: none"> Learners will create a report of the impact of the conferences in order to share impact with key staff within the cluster of schools Learners will feel confident in speaking out and sharing their views with peers from other schools Learners will feel that their opinions matter, leading to feeling valued | | June 26 Nov 25 - June 26 | | | |
| 1a.2 | To further develop the use of pupil voice in the transition process, in order to look at further development of transition opportunities that are offered to learners | <ul style="list-style-type: none"> Learner voice questionnaires are used after each transition day including all learners, and impact future developments Learner voice activities will direct additional transition activities that take place, allowing suitable activities for all learners | | Ongoing Ongoing | | | |



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| 1b.1 | To introduce additional opportunities for all learners and families to meet collectively and forge positive relationships with others | <ul style="list-style-type: none"> • Crucial Crew will become a cluster event, allowing learners from different schools to integrate with each other • Joined events will allow learners the opportunity to showcase their talents with other schools • A cluster calendar will allow all schools within the family of schools to understand activities that are taking place within each others' school, to further allow opportunities for collaboration | Jan 26 Nov 25 Oct 25 | | | |
| 1c.1 | To develop a transition policy for the Llangatwg family of schools | <ul style="list-style-type: none"> • A transition policy will lay out to all stakeholders how the transition process works, and what is to be expected from this • All stakeholders will understand their accountability within the transition process | Oct 25 | | | |
| 1c.2 | To further develop opportunities for learners and parents/carers to meet with key Llangatwg School | <ul style="list-style-type: none"> • Llangatwg school will attend Year 6 school events, including Y6 parents'/carers' evenings, open evenings, schools shows, etc, in order to allow early relationship building • Summer events will build upon the successes of the transition process | Nov 25 ongoing August 26 | | | |



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| | | <p>that is in place, to further strengthen the relationships between all stakeholders</p> <ul style="list-style-type: none"> Transition activities within primary schools (e.g. coffee afternoons) will be accessible to all parents/carers with flexible timings and alternative ways of communication, such as online meetings | Summer Term 26 | | | |
| 1c.3 | To develop a shared understanding of phase transitions across the Llangatwg Family of Schools | <ul style="list-style-type: none"> Phased transitions will be a discussion point within the cluster leads meeting Good practice around phased transitions will be shared between all schools | <p>Oct 25</p> <p>Oct 25</p> | | | |
| 1c.4 | To continue to utilise robust information sharing and standardised assessments across the cluster | <ul style="list-style-type: none"> All learners are grouped appropriately There will be commonality between schools in the use of standardised assessments that are used Record keeping across the cluster of schools has a consistency in allowing this to be shared with Llangatwg School | Ongoing | | | |
| Overall resourcing cost | | | | | | |



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| Theme 2 | Curriculum Development | | | | | | |
| Objective 2 | Develop a continuum of learning from 3-16, with a clear focus on skills and progression. | | | | | | |
| Rationale | <p><i>This collaborative planning process aims to strengthen consistency and quality across the cluster within a specific Area of Learning and Experience (AoLE). By bringing together AoLE Leads and relevant professionals, schools can share effective practice, review current provision, and begin to develop a shared progression map that supports coherent learning for all pupils.</i></p> <p><i>Through regular meetings and a shared digital space, this approach promotes meaningful collaboration, professional learning, and a clear, cluster-wide vision. It ensures that the AoLE is delivered in a way that aligns with the four purposes of the Curriculum for Wales and meets the needs of all learners.</i></p> | | | | | | |
| Lead person | LM, KK, KT | | | | | | |
| Collaborators | AoLE Leads for Health and Wellbeing and Expressive Arts | | | | | | |
| Curriculum Development | | | | | Monitoring | | |
| Key Initiative(s) | | Success Criteria | | Timeline | Oct 25 | Jan 26 | Mar 26 |
| 2.1 | Facilitate initial planning meeting with all AoLE Leads for Health and Wellbeing across the Cluster, including Health and | <ul style="list-style-type: none"> All AoLE Leads and the external Health and Wellbeing professionals attend and actively participate in the | | 24th September | | | |



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| | <p>Wellbeing external professionals.</p> <p>During the planning session, the following aspects should be discussed:</p> <ul style="list-style-type: none"> - Sharing good practice from other authorities/clusters. - Current practice across all schools - Begin to map knowledge, skills and experiences across different aspects of Health and Wellbeing, and develop a progression map to document this. - Arrange follow up meetings and areas of responsibility. <p>Develop a shared area for collaborative working.</p> | <p>meeting.</p> <ul style="list-style-type: none"> ● Clear roles and expectations are agreed for all participants moving forward. ● Examples of good practice from other authorities/clusters are shared and discussed. ● A summary of current Health and Wellbeing practice across each school is collected and documented. ● An initial draft of a cluster-wide progression map is started, covering knowledge, skills, and experiences across the areas of learning in Health and Wellbeing. ● Agreements are made on how each school will contribute to the progression map. ● Dates are agreed for follow-up meetings. ● A shared digital area is created and accessible to all stakeholders for collaborative working. | <p>Sep 25</p> | | | |
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| | <p>During meeting 2, the following aspects should be discussed:</p> <ul style="list-style-type: none"> - Review progress of progression map from initial meeting. - Share any further good practice/progress since the previous meeting. - Continue with mapping/planning knowledge, skills and experiences across the different aspects of Health and Wellbeing. <p>During meeting 3, the following aspects should be discussed:</p> <ul style="list-style-type: none"> - Review and refine progression map. - Decide on professional learning for staff in order to deliver high quality teaching and learning in this area. | <ul style="list-style-type: none"> ● Each school shares evidence of progress made on their contribution to the progression map since Meeting 1. ● Feedback is gathered on what is working well and what challenges exist. ● Additional examples of good practice or developments since the previous meeting are shared. ● The progression map is updated and refined to reflect broader input, more detailed content, and clearer progression pathways. ● A near-final or final version of the cluster progression map is produced, agreed upon by all schools, and stored in the shared area. ● It shows clear progression in knowledge, skills, and experiences from early years through to 16. | <p>Nov 25</p> <p>Jan 26</p> | | | |
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| | | <ul style="list-style-type: none"> • Key development areas for staff are identified based on the map and cluster discussions. • A professional learning plan is created (or existing plans are amended), including potential delivery methods (e.g. cluster INSET, coaching, external training). | | | | |
| 2.2 | <p>Facilitate initial planning meeting with all AoLE Leads for Expressive across the Cluster, including Expressive Arts external professionals.</p> <p>During the planning session, the following aspects should be discussed:</p> <ul style="list-style-type: none"> - Sharing good practice from other authorities/clusters - Current practice across all schools - Begin to map knowledge, skills and experiences across different aspects of Expressive Arts and develop a progression map to document this. - Arrange follow up meetings and areas of responsibility. | <ul style="list-style-type: none"> • All AoLE Leads and the external Expressive Arts professionals attend and actively participate in the meeting. • Clear roles and expectations are agreed for all participants moving forward. • Examples of good practice from other authorities/clusters are shared and discussed. • A summary of current Health and Wellbeing practice across each school is collected and documented. • An initial draft of a cluster-wide progression map is started, covering | Feb 26 | | | |



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| | <p>Develop a shared area for collaborative working.</p> <p>During meeting 2, the following aspects will be discussed:</p> <ul style="list-style-type: none"> - Review progress of progression map from initial meeting - Share any further good practice/progress since the previous meeting. - Continue with mapping/planning knowledge, skills and experiences across the different aspects of Expressive Arts. | <p>knowledge, skills, and experiences across the areas of learning in Health and Wellbeing.</p> <ul style="list-style-type: none"> ● Agreements are made on how each school will contribute to the progression map. ● Dates and are agreed for follow-up meetings. ● A shared digital area is created and accessible to all stakeholders for collaborative working. ● Each school shares evidence of progress made on their contribution to the progression map since Meeting 1. ● Feedback is gathered on what's working well and what challenges exist. ● Additional examples of good practice or developments since the previous meeting are shared, with at | <p>Feb 26</p> <p>March 26</p> | | | |
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| | <p>During meeting 3, the following aspects will be discussed:</p> <ul style="list-style-type: none">- Review and refine progression map- Decide on professional learning for staff in order to deliver high quality teaching and learning in this area. | <p>least one example informing revisions to the progression map.</p> <ul style="list-style-type: none">• The progression map is updated and refined to reflect broader input, more detailed content, and clearer progression pathways.• A near-final or final version of the cluster progression map is produced, agreed upon by all schools, and stored in the shared area.• It shows clear progression in knowledge, skills, and experiences from early years through to 16.• Key development areas for staff are identified based on the map and cluster discussions.• A professional learning plan is created (or existing plans are amended), including potential delivery methods (e.g. cluster INSET, coaching, external training). | May 26 | | | |
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| Theme 3 | Teaching and Learning | | | | | | |
| Objective 3 | Improve the quality and consistency of teaching across the Llangatwg Cluster. | | | | | | |
| Rationale | <p>Implementing a consistent Lesson Study model across the Cluster will enhance teaching and learning through structured, research-informed collaboration. By working in triads to plan, observe, and reflect on lessons around a shared pedagogical focus, staff will deepen professional dialogue and improve classroom practice. A unified approach—with a common vision, proforma, and agreed focus—ensures coherence, equity, and sustainability across schools. This initiative will build staff capacity, strengthen cross-school collaboration, and drive improved pupil outcomes, with progress and impact shared through Cluster meetings and a final showcase at the Cluster INSET Day.</p> | | | | | | |
| Lead person | LM, SH, LW | | | | | | |
| Collaborators | All teaching staff across the Cluster | | | | | | |
| Teaching and Learning | | | | | Monitoring | | |
| Key Initiative(s) | | Success Criteria | | Timeline | Oct 25 | Mar 26 | |
| 3.1 | | <p>Develop a shared vision for 'Lesson Study' across the Cluster and why consistency is required.</p> | | <ul style="list-style-type: none"> A written shared vision statement is co-created and endorsed by all Cluster school leaders. 100% of school leaders can articulate | Sep 25 | | |



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| | | <p>the rationale for consistency in approach.</p> <ul style="list-style-type: none"> • Vision document shared and accessible on Cluster shared drive. | | | | |
| 3.2 | Communicate vision to all teaching staff across the Cluster. | <ul style="list-style-type: none"> • All staff receive the vision through a formal presentation (e.g. INSET, staff meeting). • FAQs or summary documents are distributed post-presentation for reference. | Sep 25 | | | |
| 3.3 | Identify CPD opportunities for research purposes to support lesson study. | <ul style="list-style-type: none"> • At least 3 relevant CPD sources or research articles identified and shared with staff. • CPD linked explicitly to Lesson Study goals (e.g. subject-specific pedagogy, collaborative planning). • Opportunities embedded into existing school CPD calendars. | Sep 25 | | | |
| 3.4 | Develop a common cluster proforma for lesson study. | <ul style="list-style-type: none"> • A single agreed-upon proforma is co-designed with input from all participating schools. • Proforma trialed by first round triad | Sep 25 | | | |



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| | | <p>staff and revised based on feedback.</p> <ul style="list-style-type: none"> Final version uploaded to shared drive for common use. | | | | |
| 3.5 | Establish a trial group of staff across the cluster to complete the first round of Lesson Study in the autumn term. | <ul style="list-style-type: none"> One member of staff from each primary school and 4 from Llangatwg Community School selected as participants in the first round of triads. Each triad completes one full cycle of Lesson Study by December 26. Participants complete a reflective evaluation of the process. | Sep 25 | | | |
| 3.6 | Agree common focus for Lesson Study. | <ul style="list-style-type: none"> All triads aligned under one agreed teaching and learning focus (Assessment for Learning). Focus is clearly documented and referenced in planning materials. Rationale for focus shared during initial CPD or planning session. | Jul 25 | | | |
| 3.7 | Develop the 'Plan Together, Teach Together, Evolve Together' model across the triads. | <ul style="list-style-type: none"> All triads follow a defined 3-phase model of planning, teaching, and reflection. Clear guidance or timetable outlining | Sep 25-Jul 26 | | | |



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| | | <p>expectations is provided.</p> <ul style="list-style-type: none"> • 100% of triads submit evidence of each phase (e.g., planning notes, observation feedback, reflections). | | | |
| 3.8 | Provide opportunities for staff to plan and carry out lesson observations, etc. | <ul style="list-style-type: none"> • Calendar slots protected for each triad to conduct planning, observations, feedback. • Staff feedback reflects high levels of professional dialogue and collaborative planning. | 22nd Sep 25 - round 1 Jan 26 for round 2 | | |
| 3.9 | Provide opportunities for feedback and impact on practice during Headteachers' Cluster meeting and Cluster ADDs session (second half of autumn term). | <ul style="list-style-type: none"> • All trial triads present findings or summaries during meetings. • At least one concrete example of improved practice is shared from each school. • Cluster leaders identify emerging themes or CPD needs from the feedback. | 17th Oct 25 Week beg 17th Nov 25 | | |
| 3.10 | Develop plan for round 2 of triads for spring term. | <ul style="list-style-type: none"> • Lessons from autumn round reviewed and used to refine second-round planning. • New or continuing triads confirmed by | Nov 25th | | |



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| | | <p>January.</p> <ul style="list-style-type: none"> Adjusted timetable, focus, and support shared with all participating staff. | | | | |
| 3.11 | Plan showcase of triad work during cluster inset day in June. | <ul style="list-style-type: none"> All triads prepare a short presentation, poster, or portfolio of their Lesson Study journey. Showcase timetable and format agreed by April 26 Staff feedback from the INSET day shows most teachers found the process valuable or inspiring. | June 26 | | | |



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| Theme 4 | Pupil Support and Wellbeing |
| Objective 4 | <p><i>Objective 4a: To look at consistency in improving attendance across the cluster of schools, including learners from vulnerable groups, e.g. CLA, FSM, ALN, etc.</i></p> <p><i>Objective 4b: Llangatwg School to be invited and attend all CLA reviews for Y6 learners across the cluster of schools, to implement early intervention and support as required</i></p> <p><i>Objective 4c: To deliver a robust, learner-centred cluster CLA PDG plan to aims to support CLA learners across the cluster</i></p> |
| Rationale | <p><i>Raising the rates of attendance of learners is a common objective across the Llangatwg family of schools. In order to do this in a consistent way, consideration must be given to groups of learners, including vulnerable groups, in order to look at best practice, and how we are able to learn from each other. We must include all stakeholders within this process to ensure the best support possible for our learners.</i></p> <p><i>Children who are looked after are one of the vulnerable groups within our family of schools, and therefore additional attention must be given to looking at the support that we provide for these learners, and how we are able to embed support consistently, as well as celebrate successes.</i></p> |
| Lead person | SB, SH, RH, CJ, KT, GP |
| Collaborators | All Cluster Headteachers |



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| | Learning Community Manager Educational Welfare Service CLA Coordinators | | | | | | |
| Pupil Support and Wellbeing | | | | | Monitoring | | |
| Key Initiative(s) | | Success Criteria | | Timeline | Oct 25 | Jan 26 | Mar 26 |
| 4a.1 | To focus on the sharing of good practice in terms of improving attendance across the cluster of school | <ul style="list-style-type: none"> Attendance will be a major agenda point within headteacher meetings All headteachers will bring examples of good practice to cluster meetings in order to share practice with all Termly data, including breakdown of groups of learners, will be discussed in half termly cluster meetings | | Sept 25 onwards | | | |
| 4a.2 | To co-ordinate the support that is being offered and provided by external agencies, such as Team Teulu, Education Welfare and Community Partners | <ul style="list-style-type: none"> Learning community manager will attend part of the cluster meeting in order to look at sharing support that can be offered by Team Teulu Learning community manager will feedback information from communities of practice around the support that is available from external partners with regards to improving attendance | | Sept 25 onwards | | | |



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| | | <ul style="list-style-type: none"> Education welfare officers will attend part of cluster meeting in order to look at approaches to supporting attendance, and improving consistency at this working level | | | |
| 4a.3 | To develop a consistent policy across the cluster of schools in addressing difficulties around attendance | <ul style="list-style-type: none"> Working party will be established in order to look at implementing a consistent policy/procedure, taking into account good practices, EWO involvement and involvement from other external providers Policy will be drafted and shared with all schools in cluster meeting | 17th Oct 25 25th Nov 25 | | |
| 4b.1 | Llangatwg School to be invited and attend all CLA reviews for Y6 learners in order to identify and implement early intervention and support | <ul style="list-style-type: none"> RH will link with all primary schools around invitation to CLA reviews taking place Information from CLA reviews will be shared with all key staff within Llangatwg School | July 26 Sept 25 ongoing | | |
| 4c.1 | To deliver a robust, learner-centred cluster CLA PDG plan to aims to support CLA learners across the cluster | <ul style="list-style-type: none"> CLA learners across the cluster of schools will be clearly identified Strategic planning will take place around the allocation of cluster PDG funds CLA coordinators will attend cluster | 17th Oct 25 17th Oct 25 17th Oct 25 | | |



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| | | <p>meeting in order to look at support to be provided for CLA learners</p> <ul style="list-style-type: none">• Cluster CLA plan will be developed and shared with cluster headteachers• A CLA learner voice group will be established to seek the views of learners• A Celebration event will be discussed and planned for specific groups of learners, including CLA learners• Celebration event will take place to celebrate the successes of specific groups of learners | <p>25th Nov 25</p> <p>Feb 26</p> <p>18th March 26</p> <p>June 26</p> | | | |
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