



Clwster Ysgol Bae Baglan Cluster

Transition Plan & Timetable

Cynllun Pontio & Amserlen

Belonging • Continuity • Partnership • Progress

Perthyn • Parhad • Partneriaeth • Cynnydd

Belong before you begin

Perthyn cyn dechrau

Cluster Transition Introduction

Introduction to the Cluster Transition Document

A successful transition from primary to secondary school is a pivotal moment in a young person's educational journey. Drawing on the principles outlined in research, this introduction sets out the shared understanding, purpose, and vision of our Cluster as we work collaboratively—primary schools, the secondary school, local authority, parents, carers, and pupils—to ensure that every learner experiences a supported, positive and empowering transition.

Transition is a process that must support pupils emotionally, socially, and academically as they adapt to the increased expectations and new environments of secondary education. Effective transition requires preparation, clear communication, family engagement, and a child-centred approach that recognises the individuality of every learner. It is not a single event, but a coordinated, intentional journey that promotes wellbeing, achievement, and belonging.

Cluster Vision for Successful Transition

Our Cluster is committed to ensuring that every child enters secondary school feeling confident, valued, and prepared. We define a successful transition as one in which pupils integrate into their new setting with strong attendance, academic progress, a growing sense of belonging, and positive social relationships. To achieve this, our vision is built around four core pillars:

- Emotional and Social Support — Pupils feel secure, recognised and supported through nurturing relationships, positive role models, and inclusive environments that reduce anxiety and promote wellbeing.
- Academic Continuity and Progress — Teaching approaches, expectations and curriculum experiences are connected across schools, ensuring pupils build confidence, independence, and the skills needed for success.
- Family and Community Partnership — Parents and carers are informed, involved, and empowered to support their child through clear communication, shared planning and meaningful engagement.
- Belonging and Connection — Every pupil feels welcomed and valued within their new school community, with opportunities to form positive relationships, express their voice, and participate fully in school life.

YBB Transition Plan 2025/26

1. Pupil

Summary:

Pupils are at the heart of the transition plan, actively participating in a range of activities designed to ease their move from primary to secondary school. These include transition days, cultural and sporting events, and academic enrichment programmes like the Scholars' Programme. Their wellbeing, attendance, and academic progression are monitored and supported through collaborative efforts across schools.

Responsibilities and Actions:

Transition Projects:

- Attend Year 5 transition day and Year 6 transition days at YBB.
- Engage in sports events including the Bae Baglan Cup.
- Take part in the Scholars' Programme and complete assignments.
- One-page profiles created and shared with YBB staff and Parents.
- Joint Curriculum Event (range of age groups) understanding learning.

Wellbeing:

- Attendance monitored and supported through shared good practice.
- Talk about their planned transition and seek support if needed, or support others.
- Peer transition mentors from secondary school- deliver 'what I wish I'd known' workshop

Teaching and Learning:

- Experience sample lessons and assemblies during transition days.
- Benefit from common progressive vocabulary and critical thinking strategies across AOLEs.
- Regular 'Teach to learn' opportunities throughout the year

2. Parent

Summary:

Parents play a key role in the transition process by providing feedback through questionnaires, attending events such as open evenings, and staying informed via digital

platforms. Their views are integral to evaluating and refining the transition plan, ensuring it meets the needs of both pupils and families.

Responsibilities and Actions:

Engagement:

- Complete Transition Questionnaire (distributed during parents' evening).
- Attend Open Evening tour of YBB.
- Stay informed via school websites and social media (e.g., Twitter).
- Attend Transition workshops led by the school FEO.
- Communicate regularly with teachers to understand your child's progress and areas for development.

Feedback and Evaluation:

- Views considered in annual review of the transition plan.
- Feedback on pupil setting and transition experience.

Wellbeing:

- Support independence in routines
- Discuss transition openly and early, allowing your child to share excitement or worries.
- Encourage participation in after school clubs to build social skills.
- Maintain Primary School friendships where possible.
- Session on the teenage brain- understanding the changes their child will go through in secondary school.

3. Primary School

Summary:

Primary schools contribute to the transition by sharing pupil data, participating in moderation and planning meetings, and collaborating on teaching strategies. They also help organise and host transition activities, ensuring pupils are academically and socially prepared for secondary school.

Responsibilities and Actions:

Data, Assessment & Moderation:

- Indicate pupil ability in 3 ranked bands.
- Participate in cluster good practice sharing meetings.
- Ensure all ALN information is transferred in a timely manner using the cluster spreadsheet.

Teaching and Learning:

- Share good practice and participate in joint planning sessions.
- Host YBB staff for learning walks.
- Year 6 staff support pupils by identifying and developing key skills needed for a successful transition to secondary school, such as independently changing for PE, reading timetables, and identifying useful routines.
- Encourage independence in learning and decision making.
- Joint learning walks in both primary and secondary- similarities and differences
- Support 'teach to learn opportunities'

Wellbeing:

- Collaborate on attendance strategies.
- Discuss feelings about transition early.
- Strengthen social confidence.
- Q&A sessions with former students.
- Shared vision/ethos- Belonging

Transition Projects:

- Coordinate Year 5 and Year 6 transition days.
- Support Cluster Eisteddfod and sports events.
- Support and deliver bridging projects identified by YBB.

4. Secondary School (Ysgol Bae Baglan)

Summary:

YBB leads the coordination of the transition plan, facilitating communication with cluster schools and parents, hosting events, and driving curriculum alignment. Staff engage in cross-phase teaching and professional development to ensure continuity in learning. The school also evaluates the impact of the plan on pupil outcomes and wellbeing.

Responsibilities and Actions:

Coordination:

- Provide annual timetable of events and post online.
- Meet with cluster headteachers and parents to outline transition arrangements.

Teaching and Learning:

- Lead Cluster INSET on learning intentions/success criteria.
- Share pedagogies and resources across cluster.
- Develop common work streams and vocabulary across AOLES.
- Joint learning walks in both primary and secondary- similarities and differences

Wellbeing:

- Evaluate social/behavioural projects with ALN Coordinator and Year 6 teachers.
- Shared vision/ethos- Belonging
- Transition peer mentor programme supported by the LA.

Transition Projects:

- Host Open Evening, transition days, sports events, and Scholars' Programme.
- Prepare staff using one-page profiles.

Evaluation:

- Transition Coordinator and Heads of Department analyse impact on achievement, attendance, exclusions, and disaffection.

5. Outside Agencies

Summary:

External partners such as Education Welfare Officers and Additional Support Officers support pupil wellbeing, particularly attendance. Funding bodies contribute to enrichment programmes like the Scholars' Programme, and transport is arranged to facilitate access to transition activities, ensuring inclusivity and engagement.

Responsibilities and Actions:**Wellbeing:**

- Education Welfare Officers (EWOs) support attendance strategies.
- Additional Support Officers (ASOs) are involved in improving attendance.
- Forest school specialist to support transition of those identified with challenging behaviour.
- Specialised services to support vulnerable pupils in their transition.
- Counselling service to run a workshop on exploring feelings about change and building resilience.

Funding and Support:

- Scholars' Programme funded via CAL cluster PDG.

Planning:

- Multi-agency approach to ensure that pupils are not duplicating activities and to ensure continuity of support across settings.
- Multi-agency Transition Screening Meeting (MATSM) to discuss those who will need extra support and identify which service takes the lead.

Year 6 → Year 7 Transition Timetable Template

Autumn Term 2025

Section	Planned activities, dates, owners, and notes	Desired Impact
Pupils	<p>Attend YBB open evening with your parents and tell the school how it went. (Sep)</p> <p>Communicate with Parents/Carers and the Primary Schools what support you need with Transition. (Dec)</p>	<p>Pupils begin developing a strong sense of anticipation and belonging by engaging early with the YBB environment. Attendance at open evenings enables them to visualise their new setting, ask questions, and build confidence. Sharing their support needs strengthens self-advocacy and ensures that timely, personalised strategies are in place to promote a smooth, supported transition.</p>
Parents	<p>Opportunity to attend YBB information session at your child's Primary school, where can ask questions and meet key staff. (Sep)</p> <p>YBB open evening, where you can explore the site with your child and take part in small activities in classrooms reflecting the different subjects on offer. (Sep)</p>	<p>Parents feel informed, reassured, and actively involved in the transition journey. Early engagement with YBB staff and environments strengthens partnerships between home and school, supporting consistent messages and shared expectations. This contributes directly to pupils' sense of security, motivation, and belonging.</p>

Primary School

Review existing Transition processes.
(GN Sep)

Identify good practice of Primary schools
supporting Transition. (GN Sep)

Transition Plan to be agreed by all
schools. (Nov)

Primary schools contribute to a unified, coherent transition experience through consistent, collaboratively agreed processes. Shared understanding of best practice ensures that pupils benefit from continuity, familiar approaches, and aligned expectations, reducing anxiety and strengthening readiness for secondary learning.

<p>YBB</p>	<p>Review existing Transition processes. (GN Sep)</p> <p>Identify good practice of Secondary Schools supporting Transition. (GN Sep)</p> <p>SLT visits to Primary schools followed by an open evening for parents. (Sep)</p> <p>Annual timetable of events to be shared with the Primary Schools. (October)</p> <p>Transition plan to be agreed by all Cluster schools. (November)</p> <p>Views of parents/carers and pupils sought through the use of Transition Questionnaire. Results shared with stakeholders. (December)</p>	<p>YBB models strong leadership in the transition process by establishing clarity, consistency, and open communication. Early contact with pupils and families enhances trust and familiarity. Collecting and acting on feedback supports continuous improvement, ensuring the transition feels personalised, inclusive, and centred on belonging.</p>
<p>Wider Agencies</p>	<p>Inclusion Team to support the construction of a systematic process of Transition from Year 6 to Year 7. (SG Sep to Dec)</p>	<p>External agencies help ensure robust, well-coordinated systems that identify and support pupils who may face additional challenges. This reduces barriers and promotes equitable access to transition activities, fostering wellbeing and confidence for all pupils.</p>

Spring Term 2026

Section	Planned activities, dates, owners, and notes	Desired Impact
Pupils	Opportunity for Year 6 pupils to engage in the Bae Baglan Cup sporting events.	Participation in cluster sporting events strengthens teamwork, resilience, and inter-school relationships. Pupils build positive connections with peers from across the cluster, contributing to a growing sense of identity and belonging within the wider YBB community.
Parents	Opportunity to take part in a Family Engagement Event that focuses on supporting your Year 6 child through Transition. (GN Jan)	Parents are empowered with knowledge and strategies to support their child emotionally and academically. Increased parental confidence contributes to reduced pupil anxiety, better attendance, and a more positive attitude towards secondary transition.

<p>Primary School</p>	<p>Opportunity for schools to engage in Cluster Eisteddfod. (March)</p> <p>Schools to identify attendance concerns to share with YBB. (March)</p> <p>Schools to identify pupils with ALN who may need extra support with Transition</p> <p>Schools to identify pupils in Year 5 who may experience a difficult transition into secondary school.</p>	<p>Rich cultural participation strengthens pupils' self-expression and confidence, while proactive identification of needs ensures early intervention and continuity of support. This combined approach helps pupils feel recognised, valued, and prepared for new challenges.</p>
<p>YBB</p>	<p>Identified staff to attend EWO meetings for identified Primary Pupils. (March)</p> <p>Bae Baglan Cup Events for Year 6 pupils.</p> <p>YBB Year 7's to visit their old Primary schools to complete a Q&A with current Year 6 pupils.</p> <p>Transition team to meet with Primary Schools to share information on Year 5 pupils who may struggle with transition.</p>	<p>Targeted collaboration with primary partners ensures that pupils requiring support are clearly identified and effectively prepared for transition. Sporting events reinforce positive cluster relationships, promoting enthusiasm, pride, and belonging among pupils.</p>

Wider Agencies

Inclusion Team to be made aware of any additional support needed for pupils with ALN.

EWO Service to be made aware of potential school refusers or pupils who will struggle to maintain attendance.

Pupils benefit from coordinated, multi-agency support that addresses emerging needs promptly. This leads to greater emotional readiness, stronger attendance habits, and smoother adjustment to secondary routines.

Summer Term 2026

Section	Planned activities, dates, owners, and notes	Desired Impact
Pupils	<p>Opportunity for Year 5 pupils to attend a Transition Day at YBB. (June)</p> <p>Year 6 pupils to review their Primary School 1 page profile before being shared.</p> <p>Year 6 pupils to attend Transition days. (June)</p> <p>Year 6 pupils to attend Food for Fun event at YBB if possible.</p>	<p>Extended exposure to YBB reduces uncertainty, boosts confidence, and enhances pupils' sense of belonging. Reviewing their one page profiles promotes self-reflection and ownership of their learning and wellbeing. By July, pupils feel prepared, reassured, and ready to begin Year 7 positively.</p>
Parents	<p>Ensure your children attend the YBB Transition Days, avoiding booking any holidays or appointments for these important days.</p>	<p>High attendance at transition sessions maximises pupils' familiarity with routines, staff, and expectations. Parents play a key role in reinforcing the value of these sessions, supporting greater emotional readiness and a stronger start to secondary school.</p>

<p>Primary School</p>	<p>Year 6 pupils attending YBB to complete Reading Assessment to identify intervention needs of transition. (May)</p> <p>Schools to indicate the ability of pupils by arranging into three bands that are also ranked. (June)</p> <p>Schools to share 1 page profiles with YBB ALN team.</p> <p>Primary Schools to hold learning walks in Year 6 to develop an understanding of learning for YBB staff.</p>	<p>Detailed and accurate transfer of academic and wellbeing information ensures that YBB can provide early, targeted support. This strengthens curriculum continuity and reduces the risk of disengagement, helping pupils feel seen, supported, and capable.</p>
<p>YBB</p>	<p>Year 5 Transition Day. (June)</p> <p>Year 6 Transition Days. (June)</p> <p>Selected YBB staff to complete learning walks at Primary Schools.</p>	<p>Through high quality transition experiences, YBB deepens pupils' sense of connection to their new school. Early positive relationships with staff and peers support smoother settling, increased motivation, and higher levels of initial attendance and engagement.</p>

Wider Agencies

Specialised teams to support identified pupils and their families. Clear communication with Primary and Secondary schools regarding the types of intervention to avoid duplication.

Ongoing collaboration from wider agencies ensures individual pupils receive appropriate support as they approach the final stage of transition. This continuity helps sustain wellbeing and readiness during the critical period before joining Year 7.

Autumn Term 2026 – Year 7 focus

Section	Planned activities, dates, owners, and notes	Desired Impact
Pupils	<p>Engage in school activities following the advice set out to you by your new school. Support other pupils where you can.</p> <p>Use your new school procedures to discuss any concerns you may have. Talk to your family or reach out to previous teachers.</p>	<p>Pupils confidently settle into secondary routines by engaging fully in school activities, using school procedures to raise concerns, and seeking support from family or former teachers when needed. This helps build independence, resilience, and a supportive peer environment.</p>
Parents	<p>Discuss with your child their experience of starting their new school. How are they doing? Is there anything you need to support them with? Do you need to reach out to the secondary school?</p>	<p>By regularly discussing their child's early experiences in Year 7, parents help identify emerging concerns early and support pupils' wellbeing and engagement. Open communication strengthens home-school partnership at a critical transition stage.</p>
Primary School	<p>Primary School staff to check in with Year 7's during their first term.</p> <p>School FEO's to support Year 7 pupils and their families where needed.</p>	<p>Primary staff and FEOs maintain supportive contact with former pupils, helping address early challenges, reinforce continuity of care, and promote emotional stability during the start of Year 7.</p>

<p>YBB</p>	<p>Identify pupils struggling with transition, can the Primary school support?</p> <p>Identify success in transition and share with Cluster to develop further.</p>	<p>YBB identifies pupils who are flourishing or struggling and collaborates with primary schools to strengthen support and share successful practices. This helps refine transition approaches and boosts both wellbeing and academic engagement.</p>
<p>Wider Agencies</p>	<p>Visit supported pupils to assess the impact of intervention.</p>	<p>Ongoing visits by agencies help assess the effectiveness of interventions and ensure continuity of support, reinforcing stable and confident adjustment for pupils during their first term at YBB.</p>

Appendix



