

# St Richard Gwyn Catholic Cluster

## Transition Plan

The mission statement and vision set out below communicates a joint agreement between the following schools:

- St Mary's Catholic High School, Flint
- St Winifred's Catholic Primary School, Holywell
- St David's Catholic Primary School, Mold
- Venerable Edward Morgan Primary Catholic Primary School, Shotton
- St Anthony's Catholic Primary School, Saltney
- St Richard Gwyn Catholic High School, Flint



Our main purpose is to nurture 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 Cluster Transition Plan for 2023/24 has been collaboratively planned and approved by our Governing Bodies and was published on 1st September 2023.

**As a cluster, we are committed to developing a learning pathway for our pupils which:**

- is rooted in our Catholic faith and promotes gospel values;
- ensures appropriately high expectations of what every pupil can achieve;
- secures continuity and progression in the planning and delivery of the curriculum;
- shares ideas and best practice around assessment;
- 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 and ALN links which are in place to meet every pupil's personal and social needs

As a cluster, we 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 at GwE, the diocese, and the Local Authority together with extended agencies and professional bodies.



**Saint  
Richard  
Gwyn**

**OUR  
MISSION**

Learning together in Christ, we aim to be a community who are:

**Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

**Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

**Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

**Faith-filled** in their beliefs and **hopeful** for the future.

**Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world.

**Learned**, finding God in all things; and **wise** in the ways they use their learning for the common good.

**Curious** about everything; and **active** in their engagement with the world, changing what they can for the better.

**Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.

We aim to be a Catholic learning community where:

Respect for all people is paramount and we embrace the diversity of all God's people.

All individuals have opportunities to discover their potential and to develop and share their unique talents.

A welcome is offered to those who visit and friendship and enjoyment are experienced by all.

All experience a safe and secure environment.

Our faith is lived and experienced and visible in word and in action.

We strive to be stewards of creation and take care of God's world and all who inhabit it, especially the poor and disadvantaged.

Fairness, care and compassion are central to life.



Learning together in Christ, we will recognise our uniqueness, made in God's image. This will inspire us to make our world better for the greater glory of God and for the common good.

We will show our love by helping and forgiving each other, becoming eloquent and truthful in what we say of ourselves, others, and the world around us.

We will be grateful for our God-given talents, for the gift of other people and for the blessings of each day and we will use our talents generously in the service of others.

We will strive for excellence in all that we do and aspire to be ambitious, capable learners filled with curiosity and attentiveness, active in our pursuit of greatness.

We will become ethical, informed citizens of Wales and the world, growing to be intentional in the way we live and use the resources of the earth, guided by conscience; prophetic in the example we set to others.

We will be faith filled in our vision and hopeful for the future continuing to grow as healthy confident individuals who are learned and wise.

# OUR VISION



Proposal	Action	Monitoring/ timescale and people responsible
<p>1.Experiences and Catholic Life Build a yearly calendar of experiences;</p> <ul style="list-style-type: none"> <li>-Opportunities for primary students to participate in events at SRG from a range of year groups</li> <li>-Opportunities for SRG students to participate and lead events in primary schools</li> <li>-Shared projects</li> <li>-Shared events</li> <li>-Shared prayer/hymn signage/iconography</li> <li>-Shared understanding of SRG saints</li> <li>-Shared work in the community</li> <li>-Shared opportunities for liturgy.</li> </ul>	<p>It was agreed that a calendar of events/experiences would be decided which ensures primary and SRG students visit each other's schools from a range of year groups. MCR to send a live document to primary heads for populating.</p> <p>MCR to do the same for SRG dates. School Chaplain to liaise with primary schools regarding signage, iconography, prayers, hymns, work in community and liturgy.</p>	<p>July 2023-July 2024 Cluster Meetings LM Meetings/MCR/Chaplain/SLT</p>
<p>2. Curriculum Design</p> <ul style="list-style-type: none"> <li>-Cluster schools have, and will continue to, work with Impact Wales on curriculum design, progression and assessment.</li> <li>-Cluster schools will share evidence informed best practice around pedagogy to support the delivery of the curriculum.</li> <li>-Communication of curriculum between primary and secondary and vice versa via calendared AOLE meetings which will start with core subjects and roll out to all AOLEs.</li> <li>-These meetings will aim to share planning so primary and secondary schools have an understanding of what students will know, be able to do and have experienced.</li> </ul> <p>-AOLE leaders will share the minutes and outcomes of their meetings which will be raised at line management meetings. This will then be monitored and evaluated at Cluster Meetings.</p>	<p>MDA to send live calendar to primary heads of suggested dates for key events throughout the year relating to Catholic life, experiences, curriculum, professional learning and inset. July to September</p> <p>SRG AOLE leaders to send out agenda prior to meetings to primary colleagues. Minutes including actions to be sent out following meeting by SRG AOLE Lead.</p> <p>Actions, monitoring and evaluation at cluster meetings</p>	<p>July 2023-July 2024 Cluster Meetings LM Meetings. AOLE leaders. MDA. Primary Heads</p>

<p><b>3. Assessment:</b>  Primary Schools will share assessment arrangements and outcomes, including national test and any other standardised scores, as well as internal assessment.  -On Induction day at SRG, all students will complete GL reading and numeracy assessments. This, along with, national tests and other information shared from primary school will help establish which students require additional support. Data and information shared will help to inform teaching groups and the students who will join the SRG Nurture Group in Year 7.</p>	<p>EHE/KRO to create, share and monitor. Inset/transition meetings. EHE/SDO/STH to arrange and share results with SLT. SDO to meet with KRO and MDA to decide groups</p>	<p>July 2023-July 2024  LWA/MDA/EHE/KRO/SDO/Year 6 teachers  Cluster and inset meetings</p>
<p><b>4. Pastoral and ALN</b>  -Primary school and Head of Year 7 and Transition meet to identify students who have particular social, emotional or academic needs and target extra support for these students.  -Some students are invited to the Enhanced Transition Programme to support their needs.  -The wider community of parents, carers and families have opportunities to become involved in the transition process through Open Evening, Welcome Evening and Year 6 Form Tutor Evening. Additional tours, meetings and visits to be arranged when required.  -Liaison with outside agencies where necessary and appropriate to gain further information to support needs.</p>	<p>EHe/SDo to liaise with Headteachers of feeders and non-feeders. Information to be shared with staff where and when appropriate. Relevant supporting documents to be developed by EHe/SDo/KR. SLT to support EHe in organisation of relevant events  EHe/SDo/KR to attend relevant meetings with parents, schools and outside agencies.</p>	<p>July 2023-July 2024</p>
<p><b>5. Year 6 Inset arrangements</b>  - The wider community of parents, carers and families have opportunities to become involved in the transition process through Open Evening, Welcome Evening and Year 6 Form Tutor Evening. Additional tours, meetings and visits to be arranged when required.  -At the end of the summer term the school welcomes the new intake for two full days of induction. These days give Year 6 pupils a</p>	<p>Transition Calendar to be developed and shared with all stakeholders. Termly meetings with feeder Year 6 teachers and EHe. Transition CPL for SRG staff. SLT to support EHe in organisation of relevant events  EHe/SDo/KR to attend relevant meetings with</p>	<p>July 2023-July 2024</p>

<p>meaningful experience of the next Key Stage, allowing them to sample a range of lessons in their new tutor groups. In addition, they are able to experience the wider school community and find out about the extra-curricular activities on offer.</p> <ul style="list-style-type: none"><li>-The transition coordinator organises the new intake into form groups. The placing of students is based on the information received from primary schools, and whenever possible requests from students and parents/ carers are taken into consideration.</li><li>- Students to participate in transition events/projects throughout the year to ensure that the transition process is as smooth as possible</li></ul>	<p>parents, schools and outside agencies.</p>	
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