SCHOOL DEVELOPMENT PLAN

2026 - 2027

Learning together • Growing together











THREE YEAR OUTLINE SCHOOL DEVELOPMENT PLAN – REFERENCED TO COMMON INSPECTION FRAMEWORK			
IA1 Teaching & Learning	• Refine the Curriculum for Wales offer to develop pupils' knowledge, skills and attitudes. • Maintain a positive culture of learning and high standards across all AoLEs for pupils aged 3 to 11. • Analyse personalised and diagnostic assessments to identify accurate targets for individual pupils. • Improve outcomes so that many pupils achieve raw scores above 85 and a minority reach 115 or more. • Sustain targeted intervention for priority groups of learners. • Work towards achieving the Silver Award for Cymraeg Campus and embed Welsh thematically in topic journals. • Develop digital competence for younger pupils, particularly in the foundation phase. • Reduce the gender gap and the attainment gap between pupils eligible for free school meals and their peers. • Promote spelling and handwriting so that most pupils improve the presentation of their work. • Sustain provision for more able and talented pupils and maintain the NACE Award.	• Evaluate the long-term impact of the Curriculum for Wales design and refine provision in response to learner outcomes, research and national priorities. • Sustain consistently high-quality teaching through coaching, professional enquiry and evidence-informed practice. • Ensure assessment information is used effectively to adapt teaching, remove barriers to learning and accelerate progress for all pupils. • Maintain high standards of literacy, numeracy, digital competence and integral skills across all Areas of Learning and Experience. • Continue to narrow the attainment gap for vulnerable learners through responsive teaching and targeted support. • Extend authentic opportunities for pupils to apply learning in real-life, local and global contexts. • Sustain high-quality Welsh language provision and continue to strengthen pupils' confidence in using Welsh naturally across the curriculum. • Develop staff expertise in emerging pedagogies and digital technologies to enhance learning where they demonstrably improve outcomes.	• Sustain a high-quality Curriculum for Wales that is responsive to learners' needs and informed by robust self-evaluation. • Maintain consistently high standards of teaching and learning across all Areas of Learning and Experience through evidence-informed practice. • Ensure assessment processes continue to identify pupils' next steps accurately and inform responsive teaching. • Sustain high outcomes so that many pupils achieve raw scores above 85 and a minority achieve 115 or more. • Continue to reduce attainment gaps by ensuring equitable provision and timely intervention for all groups of learners. • Maintain high-quality Welsh language provision and sustain the school's Cymraeg Campus accreditation. • Ensure digital technologies are used purposefully to enhance learning, creativity and problem-solving across the curriculum. • Sustain high standards of literacy, numeracy and integral skills across all Areas of Learning and Experience. • Continue to promote high standards of presentation, spelling and handwriting across the school.

	• Embed topic journals and the marking and feedback policy consistently across the school. • Strengthen pupils' literacy, Welsh and international language skills across the curriculum. • Embed the Leader of Learning and Teaching role to support and maintain teaching standards at good or better. • Ensure new teaching staff attend OTP and new teaching assistants access OTAP. • Continue to roll out OTP+ and provide TAPAS mathematics training for new staff. • Focus on progression in skills when refining the Curriculum for Wales. • Improve pupils' literacy and numeracy skills across the curriculum. • Embed Enabling Pathways in nursery and reception to inform effective practice. • Develop outdoor learning opportunities further for all pupils. • Update and use the curriculum summary as a planning tool. • Embed Taith360 as a tracking tool across all AoLEs. • Continue to develop cluster AoLE placemats. • Ensure medium-term planning references the Literacy and	• Strengthen distributed leadership so that all staff contribute to school improvement through professional enquiry and collaborative practice. • Evaluate the impact of curriculum, assessment and pedagogy through robust self-evaluation and use findings to inform future priorities. • Maintain strong partnerships with parents, the cluster and wider community to enrich pupils' learning experiences. • Ensure curriculum provision remains inclusive, equitable and responsive to the changing needs of all learners.	• Sustain high-quality provision for more able and talented pupils and maintain NACE accreditation. • Refine feedback and assessment practices to maximise pupils' independence, reflection and progress. • Ensure pupils apply literacy, numeracy, Welsh and digital skills confidently across authentic learning experiences. • Sustain highly effective leadership of learning to secure consistently effective teaching. • Embed a culture of professional learning, coaching and collaborative enquiry that supports continuous improvement. • Evaluate and refine curriculum progression using evidence from learner outcomes, research and national priorities. • Sustain high-quality outdoor learning and authentic learning experiences that enrich the curriculum. • Ensure curriculum planning remains responsive, progressive and fully reflects the Literacy and Numeracy Framework, integral skills and evolving national guidance. • Use Taith360 and other evaluation systems strategically to monitor progress, wellbeing and curriculum impact.

	Numeracy Framework and integral skills. • Sustain teaching triads to promote professional collaboration. • Strengthen community links to maintain Community Focused School accreditation.		• Sustain effective collaboration across the cluster to strengthen curriculum development and transition. • Maintain a strong culture of professional collaboration through coaching, teaching triads and practitioner enquiry. • Sustain highly effective partnerships with families, the community and external organisations to enhance pupils' learning experiences and wellbeing. • Ensure curriculum provision remains inclusive, equitable and responsive to the changing needs and aspirations of all learners.
IA2 Wellbeing, Care, Support & Guidance	• Sustain the ALN tracker so that staff and leaders continue to use it consistently to monitor provision and progress. • Evaluate pupils' well-being and attitudes to learning effectively through PASS surveys, Listening to Learners and Taith360, and use the findings to inform provision. • Access outside agencies purposefully to provide timely and effective support for pupils and families. • Sustain the link with the PCSO to promote pupils' understanding of personal and community safety. • Refine well-being provision and increase capacity through the Thrive Hive to respond effectively to pupils' emotional needs.	• Evaluate the impact of the school's well-being provision and refine support in response to pupil voice, assessment information and emerging needs. • Sustain a whole-school culture where pupils feel safe, valued, respected and ready to learn. • Ensure assessment, tracking and pupil well-being information are used proactively to identify needs and provide timely intervention. • Maintain highly effective ALN provision through consistent use of tracking systems, personalised planning and collaborative working. • Continue to strengthen inclusive practice so that all learners, particularly vulnerable groups, achieve their potential.	• Sustain a whole-school culture of care, inclusion and well-being where all pupils feel safe, valued and ready to learn. • Ensure assessment, well-being and tracking information continue to be used strategically to identify needs, remove barriers and improve outcomes for all learners. • Maintain highly effective ALN provision through responsive tracking, personalised planning and collaborative practice. • Sustain strong partnerships with families, external agencies and community organisations to provide timely and effective support for pupils. • Continue to strengthen inclusive practice so that all learners, particularly vulnerable groups, achieve their potential.

	• Ensure Listening to Learners activities make specific reference to well-being, safeguarding and attitudes to learning. • Sustain pupils' strong attitudes to learning as a major strength of the school, as recognised in Estyn inspections in 2018 and 2024. • Extend extra-curricular opportunities that reflect and respond to pupil voice. • Sustain the Platinum Eco Flag to reflect pupils' strong commitment to sustainability. • Embed ACE Level 3 training to strengthen staff understanding of supporting pupils who have experienced adversity. • Improve attendance, punctuality and reduce persistent absenteeism through consistent monitoring and intervention. • Sustain EWS pathways to provide effective support for pupils and families. • Maintain the Wellbeing Award for Wales to reflect the school's strong culture of care. • Sustain assessment and tracking systems in line with the Curriculum for Wales to ensure consistency across the school.	• Sustain strong partnerships with families, external agencies and community organisations to support pupils' well-being and development. • Maintain exemplary safeguarding practice through regular evaluation, high-quality professional learning and a culture where safeguarding is everyone's responsibility. • Continue to develop pupils' understanding of personal safety, online safety, healthy relationships and responsible citizenship. • Evaluate the impact of attendance strategies and maintain high levels of attendance and engagement through early intervention and effective family support. • Sustain high-quality emotional health and well-being provision that builds resilience, independence and positive attitudes to learning. • Extend opportunities for pupil leadership and pupil voice to influence school improvement, well-being provision and wider school life. • Sustain recognition through national quality awards and use external validation to drive continuous improvement. • Ensure transition arrangements across all phases continue to support pupils' academic, social and emotional well-being.	• Maintain exemplary safeguarding practice through robust self-evaluation, high-quality professional learning and a culture where safeguarding remains everyone's responsibility. • Ensure MyConcern and other safeguarding systems continue to be used consistently to inform timely intervention and support. • Sustain high levels of attendance, punctuality and engagement through early intervention, effective family support and robust monitoring procedures. • Maintain high-quality emotional health and well-being provision that develops pupils' resilience, independence and positive attitudes to learning. • Continue to strengthen pupils' understanding of personal safety, online safety, healthy relationships and responsible citizenship. • Sustain effective pupil voice and leadership opportunities so that pupils contribute meaningfully to school improvement and the development of well-being provision. • Maintain high-quality transition arrangements that support pupils' academic, emotional and social well-being across all phases. • Evaluate the impact of PDG funding and targeted interventions to ensure they

	• Embed whole-school tracking to secure accurate monitoring of pupils' progress and needs. • Use GL Assessment consistently across the cluster to strengthen transition arrangements. • Deploy PDG funding effectively so that it has a direct impact on outcomes for vulnerable groups. • Extend visits, visitors and experiences to enhance and enrich the curriculum. • Ensure safeguarding continues to be everyone's responsibility and that all staff training remains up to date. • Sustain the use of MyConcern software to report, record and manage safeguarding concerns consistently. • Update the Estyn safeguarding audit annually to evaluate strengths and address areas for development. • Sustain effective work with outside agencies to support pupils and families. • Sustain well-being provision across the school so that pupils feel safe, supported and valued. • Provide support for any new members of staff in the effective use of PLPs. • Embed streamlined well-being tracking procedures through	• Evaluate the impact of grant funding and targeted interventions to ensure they continue to improve outcomes for disadvantaged and vulnerable learners. • Continue to strengthen environmental sustainability, global citizenship and community engagement as integral aspects of pupils' personal development. • Ensure well-being systems remain responsive to changing local and national priorities through ongoing self-evaluation and evidence-informed practice.	continue to improve outcomes for disadvantaged and vulnerable learners. • Sustain strong environmental sustainability, community engagement and global citizenship as integral aspects of pupils' personal development. • Maintain national quality awards and use external validation, research and self-evaluation to drive continuous improvement. • Ensure well-being systems remain responsive to emerging local and national priorities through evidence-informed evaluation and refinement.

	Taith360 to identify trends and respond proactively.		
IA3 Leading & Improving	• Sustain leadership structure. • Continue to strengthen accountability arrangements so that all stakeholders hold the school to account robustly for the standards and well-being of pupils. • Manage strategic change with precision so that developments are planned carefully, implemented successfully, and have a positive and sustainable impact on pupils' progress and the professional well-being of staff. • Build further on the progress already made by the governing body, ensuring that new governors contribute purposefully and consistently to the school's improvement work and play a full part in the school's strategic direction. • Link the school development plan directly to accurate and robust self-evaluation processes, ensuring that these processes are aligned securely with the requirements of the Common Inspection Framework. • Sustain the school's high-performing status by continuing to refine and embed effective leadership and teaching practices.	• Evaluate the long-term impact of leadership structures and refine roles and responsibilities to sustain high-quality school improvement. • Maintain a strong culture of self-evaluation that is evidence-informed, proportionate and focused on improving outcomes for all learners. • Ensure the School Development Plan remains responsive to school priorities, national developments and the needs of the school community. • Sustain distributed leadership by developing leadership capacity at all levels and empowering staff to lead improvement initiatives. • Continue to strengthen governance so that governors provide robust strategic challenge, support and accountability. • Evaluate the impact of professional learning to ensure it improves teaching, leadership and outcomes for pupils. • Foster a culture of professional enquiry, collaboration and innovation where research-informed practice drives continuous improvement. • Review staffing structures and deploy resources strategically to ensure the best possible outcomes for pupils and value for money.	• Sustain highly effective leadership at all levels so that leadership capacity continues to drive school improvement and improve outcomes for pupils. • Maintain a strong culture of evidence-informed self-evaluation that leads directly to continuous improvement in teaching, learning and wellbeing. • Ensure the School Development Plan remains dynamic, responsive and informed by robust self-evaluation, national priorities and the needs of the school community. • Sustain distributed leadership by empowering staff to lead improvement, professional enquiry and innovation across the school. • Maintain highly effective governance through robust strategic challenge, support and accountability that contributes directly to school improvement. • Evaluate the impact of professional learning to ensure it continues to strengthen teaching, leadership and pupil outcomes. • Foster a culture of professional enquiry, collaboration and research-informed practice that drives innovation and continuous improvement.

	• Develop the roles of the senior leadership team further so that responsibilities for improvement are distributed clearly and all leaders are accountable for the impact of their work on pupil outcomes. • Review staffing regularly in line with pupil numbers and deploy staff strategically to secure the maximum impact on pupils' progress and well-being. • Secure continuous improvement through purposeful professional learning that is linked directly to priorities in the school development plan and the needs of individual staff.	• Strengthen succession planning by identifying, developing and supporting future leaders across the school. • Continue to promote staff well-being and professional fulfilment through effective workload management, coaching and collaborative leadership. • Maintain effective financial planning to ensure the school's long-term sustainability and continued investment in high-quality provision. • Strengthen partnership working with the cluster, local authority and wider educational networks to share effective practice and contribute to system improvement. • Ensure leadership remains agile and responsive to emerging educational priorities, legislation and technological developments. Sustain a culture of high expectations, ambition and continuous improvement where every member of the school community contributes to school success.	• Review staffing structures and deploy financial and human resources strategically to secure the best possible outcomes for pupils and ensure long-term sustainability. • Sustain effective succession planning by identifying, developing and supporting future leaders across the school. • Promote staff well-being, professional fulfilment and leadership development through coaching, collaboration and effective workload management. • Maintain robust financial planning and resource management to ensure continued investment in high-quality teaching, learning and provision. • Strengthen partnership working with the cluster, local authority, regional partners and wider educational networks to share effective practice and contribute to system-wide improvement. • Ensure leadership remains agile and responsive to emerging educational priorities, legislation, research and technological developments. • Sustain a culture of high expectations, ambition and continuous improvement where all stakeholders contribute purposefully to the school's ongoing success.

IA	SDP Target 1 2026/27	Inspection Area
	Teaching and curriculum provision enables pupils to be confident mathematical thinkers who can reason, solve problems and apply mathematics in authentic contexts	
IA	**SDP Target 2 2026/27**	
	Improve whole school spelling to increase accuracy, confidence and independence in writing.	
IA	**SDP Target 3 2026/27**	
	A whole-school approach develops independent pupils who demonstrate greater responsibility, resilience and learner agency across all aspects of school life.	

Improvement Target 1

Teaching and curriculum provision enables pupils to be confident mathematical thinkers who can reason, solve problems and apply mathematics in authentic contexts

Priority - School / Local / National

Target Leader: HJ | **Team Members**: All staff

Success Criteria / Outcomes 2026/2027

- Pupils reason mathematically, explain their thinking using appropriate mathematical language and apply a range of representations and strategies to solve problems.
- Pupils apply mathematical knowledge and skills successfully through authentic contexts, investigations and cross-curricular learning experiences.
- Teaching, learning environments, resources and digital technologies support pupils to develop deeper mathematical understanding and engagement in mathematics.

Success Criteria	Action to be Taken	Cost/Time
• Pupils reason mathematically, explain their thinking using appropriate mathematical language and	Mathematics AoLE Lead introduces the whole-school *Thinking Mathematically* approach and learning journey to all teaching staff.	INSET Day 2nd September 2026
	All teaching staff implement the *Thinking Mathematically* learning journey (Think It, Make It, Draw It, Explain It) within daily mathematics teaching.	September 2026 – July 2027
	All units of work begin with a meaningful real-life context, problem or enquiry prior to direct teaching.	September 2026 – July 2027
	Teachers provide opportunities for pupils to explore mathematical ideas and problems before direct instruction is introduced.	September 2026 – July 2027

apply a range of representations and strategies to solve problems.	Teachers provide regular opportunities for pupils to reason, justify, explain and communicate mathematical thinking using progressive sentence stems and mathematical vocabulary.	September 2026 – July 2027
	Pupils in Years 2–6 complete diagnostic mathematics assessments, outcomes analysed to identify misconceptions, adapt planning and provide targeted support and challenge to meet individual need.	October 2026 and March 2027 PDG £33,525 EYPDG £10,925
	Thinking Mathematically implementation is linked directly to Performance Management Review.	September 2026
	Mathemacis AoLE Lead completes Primed for Success cluster enquiry, 'Does the CPA lesson structure develop pupils' approach to real-life problem solving and mathematical reasoning'.	June-March 2027 Marketplace Event 12.03.27
	Mathematics AoLE Lead presents Thinking Mathematically approach and Primed for Success to full Governing body.	Summer Governing Body Meeting
	Class teachers identify lowest 20% of learners and implement bespoke support.	October 2026
• Pupils apply mathematical knowledge and skills successfully through authentic contexts, investigations and cross-curricular learning experiences.	All classes complete a minimum of one 'mini-project' mathematical investigation each term.	Autumn, Spring and Summer Terms
	Teachers plan opportunities for pupils to apply mathematics within authentic and unfamiliar contexts across the curriculum.	September 2026 – July 2027
	Mathematics Overviews introduced in 2025/2026 are embedded consistently across the school to strengthen progression, curriculum coverage and opportunities for reasoning, investigation and application.	September 2026 – July 2027
	AoLE Leaders identify and strengthen opportunities for meaningful application of mathematics across Areas of Learning and Experience.	September 2026 – July 2027
	Mathematics AoLE Lead develops a bank of investigations, rich tasks and real-life mathematical contexts to support implementation.	Autumn Term 2026
• Teaching, learning environments, resources and digital technologies	Mathematics AoLE Lead introduces whole-school expectations for *Thinking Mathematically* display boards.	INSET Day 2nd September 2026 £1,000 school budget
	All classes establish *Thinking Mathematically* displays in line with agreed expectations.	By 30th September 2026
	3–7 classes establish Mathematics Thinking Areas to promote exploration, reasoning and application.	By 30th September 2026 £1,000 school budget

support pupils to develop deeper mathematical understanding and engagement in mathematics.		
	7–11 classes establish Mathematical Toolkits to support independent strategy selection and problem-solving.	By 30th September 2026 £1,000 school budget
	Teaching staff submit resource requests to support mathematics provision, investigations and continuous provision.	September 2026
	Mathematics AoLE Lead purchases and organises agreed resources to strengthen mathematics provision.	Autumn Term 2026
	QR codes linking to digital mathematics tools and platforms are available within mathematics provision areas and toolkits.	By 30th September 2026
	Mathematics AoLE Lead develops QR code access to age-appropriate mathematical texts, Oxford Reading Tree resources and mathematical reading materials linked to key concepts.	Autumn Term 2026
	Teachers use digital platforms, including Purple Mash, Discovery Education, Hwb and J2 tools, to enhance reasoning, investigation and application within mathematics.	September 2026 – July 2027
	Learning and Teaching Lead conducts formal mathematics lesson observations to evaluate the implementation and impact of the *Thinking Mathematically* approach.	Autumn Term 2026
	Mathematics AoLE Lead conducts a full MER cycle planning scrutiny, work scrutiny, listening to learners and learning walk) to evaluate the impact of actions on teaching, learning and provision.	Spring Term 2027
	Mathematics AoLE Lead conducts termly sweep monitoring activities, including informal learning walks and work scrutiny, to monitor consistency and identify next steps.	Termly

Improvement Target 2

Improve whole school spelling to increase accuracy, confidence and independence in writing.

Priority - School

Target Leader: CD | **Team Members**: All staff

Success Criteria / Outcomes 2026/2027

- A consistent, progressive whole-school approach to spelling is embedded.
- Pupils demonstrate improved spelling accuracy.

Success Criteria	Action to be Taken	Cost/Time
• A consistent, progressive	All classes embed the spelling progression model (phonics → spelling → application → redrafting)	September 2026
	Spelling provision is considered, challenging and accessible to all learners i.e. writing areas	September 2026

whole-school approach to spelling is embedded.	Read Write Inc. (RWI) assessments identify baselines and inform grouping.	September 2026
	Progress of RWI groups is tracked, monitored and adapted by AoLE Leader.	Termly
	Y2-Y6 pupils complete Spelling Shed Baseline assessments to establish groupings and targeted provision.	September 2026
	All staff timetable spelling non-negotiables: • Daily RWI (where appropriate) • Daily 5–10 minute spelling practice • Weekly structure (teach, practise, apply, review) Apply strategies	September 2026
	Literacy working walls promote spelling patterns, high-frequency words and strategies.	October 2026
	Spelling Shed diagnostic assessments completed inform teaching, grouping and intervention	September 2026 £450 school budget
	Progress Towards English Assessments (Year 3–6) identify spelling targets	October 2026 February 2027
	Class teachers identify lowest 20% of learners and implement bespoke support.	October 2026
	Literacy AoLE Leader oversees analysis of class diagnostic data.	October 2026 February 2027
	Literacy AoLE Lead conducts a full MER cycle planning scrutiny, work scrutiny, listening to learners and learning walk) to evaluate the impact of actions on teaching, learning and provision.	Termly
	Literacy AoLE Lead conducts termly sweep monitoring activities, including informal learning walks and work scrutiny, to monitor consistency and identify next steps.	Termly
	Literacy Workshop displays replace Literacy Working Walls to incorporate exploring, building, crafting and improving.	October 2026
• Pupils demonstrate improved spelling accuracy.	Spelling Shed login details are accessible to all pupils at home and in school.	September 2026
	Homework Menus reinforce spelling patterns to practice and reinforce at home.	September 2026
	Success criteria for extended writing tasks identifies one element of spelling.	October 2026
	Pupils correct spelling through editing and redrafting.	September 2026
	Sweep monitoring focuses on spelling accuracy, application and independence.	Termly
	Spelling resources enable pupils to independently apply accurate strategies when writing.	October 2026
	Common spelling misconceptions are identified and addressed through responsive teaching.	September 2026
	Agreed spelling marking codes are used consistently by all staff.	September 2026
	Spelling errors from independent writing inform future teaching.	September 2026

	Pupils routinely use dictionaries, word banks, personal spelling journals and classroom resources independently.	October 2026
	Pupils explain and justify the spelling strategies they have used.	September 2026
	Parents receive guidance on supporting spelling at home.	January 2026
	Support staff intervene and promote class developments in the teaching and learning of spelling strategies.	September 2026 PDG £33,525 EYPDG £10,925
	Pupils access literacy workshop displays to scaffold all aspects of their literacy journey to upskill their work.	October 2026

Improvement Target 3

A whole-school approach develops independent pupils who demonstrate greater responsibility, resilience and learner agency across all aspects of school life.

Priority - School / Local / National

Target Leader: RP | **Team Members**: All staff

Success Criteria / Outcomes 2026/2027

- A whole-school approach to developing pupil independence is embedded across the school.
- All staff consistently use pedagogical approaches that develop pupil independence and learner agency.
- Pupils increasingly demonstrate independence in all aspects of learning and school life.

Success Criteria	Action to be Taken	Cost/Time
• A whole-school approach to developing pupil independence is embedded across the school.	INSET Day launches Glanhowy Independence Framework.	1st September 2026
	Develop the school's Independence Framework to provide a shared vision and consistent expectations for developing pupil independence: 1. Independent Learning 2. Independent Thinking 3. Independent Play 4. Independent Relationships and Wellbeing 5. Independent Routines and Responsibilities	Autumn Term 2026
	Develop a progressive approach to independence from Nursery to Year 6.	Independent Learning Policy February 2027

		Visit Ysgol Panteg, Pontypool
	Introduce a shared language and consistent expectations for promoting independence across the school.	Autumn Term
	MER activities incorporate whole school independence approach.	Termly
	3-7 and 7-11 summer challenges promote independence at home so that learners are best equipped for their transition in September.	July 2026
• All staff consistently use pedagogical approaches that develop pupil independence and learner agency.	Professional learning focused on developing independence and learner agency.	INSET 1st September 2027 Whole School Assemblies
	Develop agreed approaches that encourage pupils to think, persevere and help themselves before seeking adult support.	STOP-THINK-TRY-CHECK Assembly 2nd September 2026
	Share effective practice shared through staff meetings and phase meetings.	Fortnightly
	AoLE Leaders identify what pupil independence and learner agency look like within their AoLE.	Twilight 2
	AoLE Leaders implement and evaluate strategies that promote independence within their curriculum area.	Annually
	AoLE digital portfolios evidence how approaches to independence impact on learning, teaching and pupil outcomes.	Annually
	AoLE Leaders share effective practice through MER.	Fortnightly staff meetings
	Teachers planning maximises opportunities for pupils to develop independent skills.	Weekly
• Pupils increasingly demonstrate independence in all aspects of learning and school life.	Review provision and classroom environment to enable independent choice and responsibility.	September 2027
	Develop age-appropriate systems that encourage pupils to help themselves and solve problems independently.	Twilight 2
	Introduce progressive pupil leadership opportunities to support independence	September 2027
	Classrooms, playtimes and lunchtime routines increase opportunities for pupils to make decisions and take responsibility.	Daily