SELF EVALUAT

2024-2025

SELF EVALUATION

FERN FEDERATION

Together We Will Prosper!

FERN FEDERATION AUTUMN & SPRING SELF EVALUATION REPORT 2024-25 IA1 Teaching, Learning and Curriculum Team		
Brief, succinct notes of what the school has done to improve things	Clear evaluation of the impact of the action's leaders have taken. What difference have they made to pupils? What has improved? How do you know?	What are the next steps to embed and sustain the progress made so far? Are there any actions which need further work?
All staff have participated in high quality professional learning to improve staff knowledge and pedagogy delivered by external partners e.g., Helen Bowen and the AOLE leader. The new AOLE leader has undertaken bespoke professional training and development that has enhanced their professional knowledge and understanding. The AOLE leader has begun to gather, analyse, and report on literacy outcomes and progression and this information has been used to inform Federation improvement and self-evaluation processes. The AOLE leader has worked with staff to ensure that there is a consistent approach to school routines, classroom provisions and resources to effectively support pupils' grammar, spelling and the writing journey. The AOLE Leader, SLT and Improvement Partners from CSC have conducted learning walks, book looks	The new AOLE leader was provided with coaching and mentoring time to work 1:1 with recognised external literacy consultants and SLT members to develop: *Literature progression maps *Progression chains *Strategic literacy overview. *MER activities and outcomes *FIP Targets and Self Evaluation activities As a result of this the AOLE leader reports that they are far more confident in leading literacy and this is evident in the improvement of pupil's literacy skills across the Federation. **All** staff have taken participated in high quality literacy development training this included're-launching' the Federations writing journey, how to structure a sentence. As a result, most staff are implementing the writing journey structure into their lessons which therefore has ensured coverage of genres across the school year. **All** now use the agreed journey of writing which is bespoke to the Federation and its pupils. As a result, there has been a progression within writing across the Federation, many pupils are now able to structure a sentence and verbalise their learning. The AOLE Literacy leader and external consultant supported planning partners with the mapping out of their writing journeys this ensured that **all** staff were effectively planning to meet the needs of their pupils. The focus of our writing journeys is now more literature led rather than value or topic led.	To provide further opportunities for the AOLE leader to upskill their data analysis skills to inform federation improvement planning and evaluation. To develop a Federation approach to the teaching of reading, spelling, and phonics. With an emphasis on the pedagogy. To ensure that written feedback is purposeful and moves learning on. To restrict the overuse of worksheets in a minority of books where it hinders pupils extended writing.

and listening to learners to effectively identify the Federations strengths and areas for development. The AOLE leader has introduced and implemented a spelling and reading HFW assessment and tracker. All Staff are now planning explicitly for pupils to use the correct and consistent grammatical terminology, ensuring they model sentences orally as well as in writing.	An annual overview of our writing journey was developed and provided to **all** staff to use as an aide memoir this has ensured there is more consistency across the Federation. **All** staff reported that this was a useful document. The AOLE lead was supported by our CSC Improvement Partner to look how they could effectively use Literacy Skills Rubrics. This enabled the AOLE leader to identify strengths, areas for development and next steps. The development and implementation of Progression Chains has resulted in most staff feeling supported in ensuring they are teaching grammar and punctuation correctly and at the appropriate stage. This was evident in **most** books across the Federation. Book looks across the academic year have indicated that **most** staff are effectively following the outline of the agreed Federation Writing Journey. **Most** staff are including the agreed oracy strategies chosen by all staff in the Fern Federation and as a result **a majority** of books evidenced effective sentence level work. **Many** books across the federation demonstrated valuable opportunities to develop word level progress. In the best cases Sue Palmer skeletons have been used effectively in to aid pupils in the planning of their writing and in a few classes, staff have implemented 'check, change, add' which has had a positive impact on pupils' ability to reflect on their work and edit it to move their learning forward. ***However,*** in a **very few** cases pupils were not given enough opportunities to plan their own writing, this includes the redraft and editing process. An area highlighted as a way forward was to restrict the overuse of worksheets in a **minority** of books to improve pupils extended writing. A HFW word assessment was co-constructed by the AOLE leader and staff for the reading and writing of HFW words. In Period 1 overall data indicated that in Progression Step 1 pupils had no spelling or reading knowledge of high frequency words	

	(this links to findings from last year's data entry). Most Progression Step 2 children have scored for both reading and spelling, however few have scored over 100. Nearly all Progression Step 3 children have scored, with a majority scoring over 100 in both reading and writing. It is worth noting that reading of high frequency words is a more secure skill compared to the spelling of them across The Federation for all Progression Steps. Whilst the AOLE leader has begun to gather, analyse, and report on literacy outcomes and progression and this information has been used to inform Federation improvement and self-evaluation processes. ***However,*** the AOLE leader now needs to take more ownership of the literacy data.	
All staff are planning for mathematical problems which allow pupils to transfer their learning into everyday life situations and curriculum areas. **Most** staff are now teaching the meaning of the operations, so pupils are beginning to demonstrate an understanding of them. **Most** staff are ensuring they emphasise the relationships and connections between the operations. **Many** staff are providing pupils with the opportunity to use lots of manipulatives and models to help support them in their learning. **Most** Staff are explicitly teaching strategies (e.g., counting on and doubles) and providing pupils with plentiful opportunities to practice, apply and consolidate these strategies.	Medium-term planning grids have enabled effective numeracy skills application across the curriculum. The AOLE leader has evaluated these plans, finding **most** to be of a good standard. Staff reflection posters have helped evaluate numeracy skills applied during topics. Support was provided to a **minority** of staff who missed meaningful numeracy opportunities during the early part of the term. ***However***, this is an ongoing area for development. **About half** of the staff are effectively teaching the correct vocabulary and connections between operations. A new planning format for Mental Maths will be developed to improve this. **Nearly all** teaching staff and the **majority** of LSA's attended the Mental Maths training which provided them with key resources and support on how to plan and provide effective mental maths sessions. Staff also attended sessions during our whole school Inset which addressed the teaching of numeracy, feedback has	To ensure that staff are not missing opportunities to effectively apply numeracy across the curriculum. To agree on a planning format for Mental Maths that will require the staff to plan opportunities to develop the children's vocabulary and knowledge. To continue to monitor the impact and standard of mental maths streaming across the Federation. To ensure that concrete resources are being used consistently as part of the CPA approach. To evaluate effectiveness of the Times Tables Rock Stars software is in improving pupil's knowledge of multiplication.

All Staff have been given the opportunity to participate in high quality professional learning. The AOLE leader has begun to gather, analyse, and report on literacy outcomes and progression and this information has been used to inform Federation improvement and self-evaluation processes. The Federation have purchased and implemented the Times Tables Rock Stars to support the pupils knowledge and understanding of multiplication. The Aole Leader has worked with CSC IP and External partners to identify appropriate professional learning for all staff on the use of CPA approach in both mental maths and maths sessions. A Teaching Assistant staff survey was undertaken by the AOLE leader to ensure that all staff have the required resource kits to support the facilitation of maths session. The AOLE leader and SLT have looked to develop and implement a year 1 maths assessment to be carried out alongside the National Tests.	been provided via Microsoft Forms to see how this training will impact on their teaching of numeracy. The impact of this training is that overall **many** maths sessions observed are at least **good**. The AOLE leader observed **all** staff's mental maths sessions as a result it was identified that most staff are confident in covering the necessary skills, but overall, the pace of many of the sessions need to improve. **Many** staff used a variety of methods for teaching/facilitating number skills (counting on, column method and identifying patterns) within their Mental Maths videos. It was evident that **many** pupils were able to verbalise their methods more effectively. ***However***, further support for LSAs is required. **All** staff have been provided with concrete resources such as Numicon, multi-link blocks etc to support pupils use of manipulatives when solving problems. Early indicators are that this is proving **effective.** ***However***, the CPA approach will be a focus for the 2526 academic year. **Nearly all** LSA's completed the feedback form regarding the mental maths resource trolley, staff were able to express what resources they may need for their group. The Federation will be purchasing the kits in the summer term; ***however***, a maths audit is to be completed in both schools prior to ordering resources to assess which resources are in need to be purchased and to identify what resources we already have. The AOLE leader has been provided with time with the EHT to work on writing evaluative not narrative statements for the FIP self-evaluation, the AOLE leader has been provided with time to analyse and interpret personalised assessment data with the EHT and ALNCO as a result the AOLE leader has an **improved** understanding if standards across the schools and federation. ***However,*** the AOLE leader now needs to take more ownership of the literacy data.	To identify an appropriate assessment tool for Year 1 pupils linked to Maths seeds.

	Times Tables Rock Stars was implemented to improve multiplication recall. Further monitoring is needed to evaluate its effectiveness.	
All Staff have been given the opportunity to participate in high quality professional learning workshops and bespoke support as a result of their performance management responses to upskill their knowledge and understanding around ICT and DCF. The AOLE leader has devised and implemented a tracking system to monitor pupils' application of Digital Competency Skills. **All** teaching Staff have given pupils the opportunity to create and analyse the data from charts they have produced (either independently or with support) **All** teaching Staff are trained in using excel and teach pupils to use excel/ Google Sheets to generate charts and use formulae, as a result pupil should interrogate given, their own and other databases. Training and support from the Digital leader has been provided to support staff to teach pupils' data and computational thinking skills.	All staff received training on Data and Information Literacy and planned tasks to develop children's data literacy skills. All staff shared one piece of work to demonstrate this. The tracking system monitors pupils' digital skills across the curriculum. **Most** classes are effectively implementing and applying these skills aye the expected level. **All** staff were given progression maps to support their planning for the creation of stage appropriate charts for their year group. All staff in progression step 3 were trained in using excel to support them in their planning to support pupils in developing these digital skills the impact of this has been all P3 staff have a good understanding of how to ensure progression for each year group. **All** staff have received Data and information Literacy training and have been given the opportunity to plan, deliver and develop for pupils to use and refine their Data and Information Literacy skills. A **few** staff have requested and been given bespoke support from the Digital Lead where good practise has been modelled to these teachers. Consequently, **all** pupils in these classes have received high quality sessions on developing their Data Literacy Skills.	**S**taff will be in receipt of training to support the next DCF strand area identified as a result of L2L and staff skills audit as progression steps and will complete action enquiry in class to trial these tools and moderate as a whole school the impact of the professional learning. Digital Leader to monitor the tracking tool to ensure it is being used to support staff planning and coverage of Digital competency skills. Any staff who are not using it will receive support to do this effectively. To ensure staff continue give pupils the opportunity to develop their Data and information literacy skills. Pupils able to create and analyse the data from charts they have produced (either independently or with support) and teachers continue to allow opportunity for pupils to use digital skills of creating and sorting spreadsheets, including their use of formulae. To ensure all progression Step 2 pupils are logging into HWB to

		complete digital tasks (with support if needed). Targeted Staff to receive coaching and mentoring to support their Professional Development in this area of the curriculum and to support the development of pupils digital skills.
The EHT and Hos have participated in identified professional learning around improving knowledge and understanding around effective feedback. Staff have been working on deliver appropriately timed feedback (both written and verbal) that focuses on providing pupils with a clear way forward. staff have been planning for how pupils will receive and use feedback and trialling different methods to support pupils. Leaders have carried out a variety of MER activities to establish how effective feedback is on pupil standards. As part of our cluster work the Federation is trialling new reports to parents ensuring that reports fulfil the mandatory requirements for feedback.	The Executive Headteacher (EHT) and Head of School (HoS) met with Professor Judy Robertson from Edinburgh University to explore using AI to enhance staff feedback to pupils. This initiative is in its early stages and part of an ongoing Insider enquiry. Year 3 pupils in CY are trialling 'Fern Feedback' in their enhanced and continuous provision. This tool has helped learners reflect on their learning and confidence. **Nearly all** pupils access it weekly; **about half** use it independently, while the rest need adult support. A new stamp system will be trialled to ensure consistent use. Pupils in Year 2/3 pupils are also using 'Fern Feedback'. **Most** pupils are aware of the feedback area and use it weekly, though **many** need vocabulary support. This ongoing development aimed to enhance pupil metacognitive skills alongside a new stamp system to ensure consistent use. Year 4/5 pupils in CYH are using a consensus map every Friday to reflect on their learning in Literacy, Numeracy, Topic, and DCF. This has encouraged **many** pupils' active participation and metacognition. The consensus aspect will be refined to further develop these skills. Book looks across the academic year indicate that in **most** classes' standards are at least. However, the continued focus remains on ensuring that staffs written feedback is purposeful and promotes their next steps. (Linked to 1.5)	Continue to look at staff's use of formative feedback. Staff to collectively consider how to use purposeful, and time efficient written feedback. Staff to revise school feedback policy that prioritises and exemplifies the principles of effective feedback in the Federation. To ensure that written feedback is purposeful and moves learning forward. Monitor the impact of the new pupil reports and seek to refine the reports in readiness for the 25-26 academic year as a result of end of year feedback from stakeholders. .

	All staff agreed to the new report format. Parents were asked for feedback about the reports 95% indicated that they liked and preferred the new pupil reports, 95% of parents reported that the reports accurately represented their child and their abilities.	
Most Staff are beginning to facilitate their lessons in a way that allows pupils to practice their metacognitive skills through a range or reflective approaches. **Al**l staff plan for higher order questions within their short term and midterm planners to ensure pupils are given the opportunity to further develop pupil's responses and learning. The **majority** of Staff are trialling a wide range of metacognitive tools to model and scaffold strategies to pupils to support their learning The **majority** of staff are trailing different methods of reflection e.g., learning/thinking journals, pupil experts, and are disseminating to staff what works and what does not. **All** Leaders as part of their role have been given the remit within their area of responsibility to establish how effective pupils are in reflecting on their own learning identifying targets, improvements, strengths etc.	**All** Staff are beginning to facilitate their lessons in a way that allows **most** pupils to practice their metacognitive skills through a range or reflective approaches however the use of 'pit stops and plenaries need to be strengthened to ensure pupils are given the opportunity to develop their metacognitive skills. **All** Staff plan for higher order questions within their short term and midterm planners this has ensured that **many** pupils are given the opportunity to further develop their responses. The **majority** of **s**taff are trialling a wide range of metacognitive tools to model and scaffold strategies to pupils to support their learning the impact of this is **many** pupils can articulate their responses appropriately at the level that is commensurate to their age and ability. The **majority s**taff are currently trailing different methods of reflection e.g., learning/thinking journals, pupil experts, and are disseminating to staff what works and what does not. Leaders as part of their role identified that many pupils are able to reflecting on their own learning in order to recall targets, improvements, strengths etc. ***However,*** staffs written feedback needs to improve across the Federation.	To further strengthen the use of 'pit stops and plenaries to ensure pupils are given the opportunity to develop their metacognitive skills and be able to talk confidently and knowledgeably about their learning. To ensure practice is effectively shared across the Federation (successful and not so successful) To ensure feedback provided to pupils is purposeful and allows them age appropriate to reflect on their learning and identify their next steps.

FERN FEDERATION SELF EVALUATION REPORT 2024-25 IA2 Wellbeing Care, Support and Guidance		
Brief, succinct notes of what the school has done to improve things	Clear evaluation of the impact of the action's leaders have taken. What difference have they made to pupils? What has improved? How do you know?	What are the next steps to embed and sustain the progress made so far? Are there any actions which need further work?
Staff were asked to feedback to leaders and the GB the Federations strengths and areas for development through- *Meetings, surveys, training, feedback, 1-1 sessions, PM* All stakeholders (parents, GB, and community) were given the opportunity to feedback and become involved in the workings of the Federation. (New reports, new school, events). Pupils and staff were given the opportunity to feedback to governors and parents via various means – Newsletter, reports, website, parent hub	30 staff responded to our survey, **100 %** of staff have undertaken professional development this year and nearly all staff have found this training beneficial. Staff when asked what training they would like this academic year (they could choose more than 1) indicated 19 would like ALN training, 4 Curriculum for Wales, 5 AOLE training, 9 Foundation Learning, 13 Outdoor learning, 5 leadership, 7 ICT/DCF, 6 Intervention, 12 behaviour Management and 10 others. **66.6%** of staff indicated that they would like to see identified colleagues teach and all gave justifications why. Timetable will be established in Spring term to allow for this. When asked how the Federation can improve there was a diverse range of responses linked to teaching and learning, ALN, behaviour management, communication, assessment, outdoor learning, and maths interventions. As a result of this feedback, we created a plan of what we can do to address these, these were agreed by SLT and posted in staff handbook. They will also serve to be part of our ongoing FIP. When asked what the strengths of the Federation were responses centred around teamwork, innovation, pedagogy, children, and staff feel well supported, good staff this feedback was also available via the staff handbook for staff to read.	Pupils to feedback to leaders and GB the Federations strengths and areas for development through-*, surveys, meetings, feedback, 1-1 sessions, pupil voice groups* Pupil voice groups have agreed targets that are purposeful and work towards improving the life and work of the Federation for its pupils and community.

	All stakeholders have been afforded the opportunity to feedback about the new school being built however feedback from stakeholders has been **poor** despite sending and resending surveys to governors, parents, and staff. On the 15.10.24 a stakeholder meeting was held with Millie Warner Stride Treglown to ascertain the views of a range of stakeholders as to how the new school can help support the wellbeing of the community when built this was **poorly** attended despite being heavily promoted. Each term stakeholders are given the opportunity to feedback their views, thoughts and opinions on how the federation is doing via an anonymous google form very few parents use this to feedback to the Federation. Post parent consultation parents were given the opportunity to feedback their views as to how purposeful and informative the meetings were there were in total **45** responses out of a possible **289** meaning that the response rate was **15.5%**. Overall satisfaction rate out of **5** for the meetings were **4.9**. Meaning of the respondents **nearly all** parents who did respond were completely satisfied with their experience. Suggestions for improvement were increase the number of days the meetings are held over, increase the timings of the meetings, to see the pupil's book (this seemed to be an anomaly) other comments made where they were pleased with how well the staff knew their children, glad phone calls are an option for those who cannot make meetings and are working parents and loved seeing their children's work in books.	
The SLT planned for and provided staff with high quality training that that supported and enhanced their mental health, wellbeing, and skills. The Fern Federation developed a pupil voice survey that met the needs of our	**All** Staff received wellbeing training during the academic year from Angharad Williams a staff Wellbeing Advisor from education support, all staff expressed points where they are stressed and most happy. **All** staff agreed that developing a work life balance was necessary-as a result we identified the need for a staff wellbeing charter. The SLT created a staff wellbeing survey	To refine with pupils and the wellbeing charter and ensure that it is being embedded and upheld. To ensure all staff are aware of the non-negotiables for health and well-being. E.g.

pupils and identified their views, thoughts and opinions (***linked to 3a***). The SLT have monitored pupils attendance, in order to support those pupils and families that need support for mental health and wellbeing issues. The Federation has provided high quality training and support for all staff to develop their knowledge, understanding and ability to deliver high quality physical development through a team-teaching approach. The Federation have ensured that all pupils from Y3-Y6 were able to participate in a wide variety of experiences and extracurricular activities that enhance their wellbeing (staff ensured that we removed any barriers to pupils attending)	and from these results and discussions a wellbeing charter was created to support staff, ***however*** this now needs to be embedded during the 25-26 academic year. A Pupil wellbeing survey was created by the Federation using Microsoft Forms instead of using PASS. Content included happiness and safety in a range of settings, as well as future aspirations, based upon conversations with key accountability stakeholders. Results showed that pupils were spending on average 6.26 minutes to complete (compared to 25-30 minutes with PASS). Progression Step 1 results indicated that **most** pupils feel happy and safe at both school and home. While pupils felt safe in the community, the average score was lower than at school or home. The **minority** of pupils who indicated that they were not happy did had already been identified through teacher observations, Boxall scores and were already in receipt of either Universal or Accelerated Learning Provision for their social and emotional development. **Most** pupils indicated either a family member or teacher as a trusted person, if not both. A **very few** pupils indicated that they felt the police was their most trusted help source. A doctor was the most popular career choice (19%) ***However*** as a Federation we need to provide all pupils with weekly circle time activities and lessons. **All** classes have been provided with team teaching for PE using Playsports coaches. **Most** staff report they are now more confident in teaching sessions of physical education and most pupils during observations have improved their skills and their core strength. Classes from Reception to Year 6 over the academic year have been provided with opportunities to play the violin. The result of this is pupils are becoming more familiar and exposed to music vocabulary and genres of music. 16 pupils	*Pupil voice to be evident in every topic (launch and land) Opportunities for self-reflection- self assessment/ responding to marking. Daily check in sessions - Weekly circle time Display in class for children to express themselves- e.g.) feelings barometer.*

	across the Federation have been identified to receive more small group tutorial sessions paid for by the school.	

FERN FEDERATION SELF EVALUATION REPORT 2024-25 IA3 Leading and Improving		
Brief, succinct notes of what the school has done to improve things	Clear evaluation of the impact of the action's leaders have taken. What difference have they made to pupils? What has improved? How do you know?	What are the next steps to embed and sustain the progress made so far? Are there any actions which need further work?
The Executive Headteacher restructured all staffing to ensure it aligned with staff skills and expertise supported by the Federations Performance Management activities (AOLE's, FIP, SE etc) Identified staff have led key aspects of Federation improvement which has furthered strengthened the Federations distributed leadership. The Executive headteacher has identified high quality leadership and management professional learning opportunities for staff as a result of their performance management and roles and responsibilities. E.g., RCT Aspiring	Staffing has been restructured as a result of performance Management reviews and skills audits at the end of the 23-24 academic year in readiness for the 24-25. Indicators are that standards are at least **good** in **most** classes across the Federation. New AOLE leaders have been identified and reviewed with staff as a result of staffing changes. CR maths, CA Literacy, RD- Science, HM-Tech, RB-Humanities, KD-Health & Wellbeing, HW-Expressive Arts. As a result, **all** staff have clear roles and responsibilities and are leading key aspects of the FIP based on the identified needs of the federation and inform our self-evaluation process. Within the FIP, SER and MER activities there are clear roles and responsibilities identified, **all** staff know and understand their roles and responsibilities within it. The SLT have created a FIP poster that has made it more accessible to **all** staff,	To refine the new Federation self-evaluation document to ensure that teams are assigned to key aspects of the framework in 25-26. To further develop leaders' and staff's knowledge and understanding of data analysis to inform federation improvement planning and self-evaluation.

leaders' course, Aspiring leaders, secondment opportunities etc Leaders have effectively fed back on the Federations strengths, areas for development and next steps to a wide range of stakeholders including IPS, GB and leaders through a wide variety of MER activities. The SLT have created a new SER that allows all staff to evaluate the Federations work against the new inspection framework in a more interactive way.	governors, pupils, and parents. **All** staff have been given time during professional learning workshops to contribute to self-evaluation and through surveys etc as are all other stakeholders. As a result, the Federations self-evaluation is **accurate** and **honest** and reflects the strengths and needs of the school. 2 members of staff were invited to join the SLT as 1 member of SLT was seconded as a DHT to a Primary school in RCT and 1 SLT member took up a post in a special needs school in RCT. As a result, these 2 members of staff applied for and were successful in completing the National Senior Leaders Programme. Through this course and internal coaching and mentoring they were successful in leading, monitoring evaluating and reviewing key aspects of the Federation Improvement plan successfully with support from the ELT (literacy and numeracy). 2 TAs were successful in their HLTA applications and as a result both staff have taken on extra responsibilities regarding interventions and class management, this has proved to be successful and pupils they support have made at least good progress. 1 member of staff was identified as an emerging Middle Leader as part of the performance management process. They too were successful in applying for and completing the National Middle Leadership Programme. Through this course and internal coaching and mentoring they have been successfully shadowing the ALNCo and where appropriate successfully leading, monitoring evaluating and reviewing key aspects of the strategic ALN plan including attending cluster meetings to represent the Federation and leading key meetings. The Head of School for Craig Yr Hesg applied for and was successful in applying for the NPQH programme.	

	The Head of School of Craig Yr Hesg continued with her work with CSC, being seconded for 1 day a week to support schools across the region with computational thinking. Through this secondment they continued to support the Federation staff with their DCF skills, and we have seen an improvement in pupils DCF skills and staff competency. 26.6% of staff as part of their performance management targets highlighted DCF as a target, she is currently supporting these staff. The Head of School of Cefn was successful in her application to be an NQT validator role for CSC. This role has provided her with the opportunity to support NQTS across the consortia and those within the Federation. Her work was recognised by CSC as of extremely high-quality, this work has strengthened our workings with NQT's and ITE students. The Executive Head Teacher resumed her studies and is enrolled on the Doctorate in Professional Practice and research Methodology with UWTSD. This doctorate has strengthened the EHT coaching and mentoring skills, and this is evident in the strong leadership capacity within the Federation. The Executive Headteacher has resumed her role as a Peer Estyn Inspector and undertook 1 Inspection this academic year. This role has afforded her the opportunity to gain a deeper understanding of the new inspection process which has helped the Federation better prepare for future inspections, it has given Federation the opportunity to connect with other educational leaders, creating a community of shared knowledge and best practices. Training was undertaken by all leaders with our IP to look at challenging conversations and how we have forensic discussions. As a staff we have created an open and honest	

	environment and have considered how staff receive feedback based upon their preferences. Estyn implemented a new inspection Framework this academic year as a result the Federation was reactive to this change and created a new self-evaluation document that is interactive and allows all relevant staff to contribute too. This is at early stages and needs to be refined over the forthcoming year with teams assigned to key aspects. ***However*** we now need to embed this self-evaluation document and ensure all staff are participants in the new self-evaluation process. Pupil progress Meetings have been refined, and our PPM packs have become far more purposeful, accurate and reflective of the pupils needs, using attainment and progress quadrants has focused the conversations and allowed for staff to have a better understanding of the data spreadsheets. These quadrants have also been used to inform the assessment section of our new reporting to parents (termly). The Federation is trialling presenting cohort data as a poster to make data more accessible to a wide range of stakeholders. ***However,*** data is completed by a minority of staff and this needs to be expanded to include all staff as and where necessary and appropriate to ensure ownership of the data and information.	