**1b) Management audit – systems and processes**

| **Document** | **Key features**  | **Areas of Strength** | **Areas for Improvement** |
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| School vision | Is clearly articulated.Drives all improvement.Is known and used by all stakeholders.  |  |  |
| Self-Evaluation Document | Based on internal and external monitoring and self-evaluation systems. Details opportunities for triangulation of evidence from all stakeholders. |  |  |
| Teaching and Learning Strategy | Strong focus on inclusion and pedagogy. Develops strategies for differentiated instruction and integrate technology. |  |  |
| Current Strategic Plan | Limited number of well-focused priorities based on monitoring and evaluation. Aligns with long-term goals from SEF and regularly review priorities. |  |  |
| Current CPD Plan | Linked to SSP, robust, focused, and addresses whole school and individual needs. Includes peer observations and evaluate CPD impact on teaching practices. |  |  |
| Current Monitoring Plan | Regular, robust, systematic, and shared across SLT, MLT, and governors. The triangulation of evidence strengthens the feedback loop. |  |  |
| Current Performance Management Plan | Comprehensive for non-teaching staff, teaching staff, SLT, and HT. Ensures transparency and consistency in pay scales and regularly review performance criteria. |  |  |
| Staffing Structure with Line Management | Clear systems, processes, and consistent expectations. Fosters continuous improvement and regularly review the structure. |  |  |
| Data Systems Used | Comprehensive systems used by teachers, leaders, and support staff. Effective use of data and provides training on data analysis. |  |  |
| Assessment Cycle | Clear assessment tools, regular data drops, moderation, and pupil progress meetings. Assessments align with curriculum goals and use data to inform planning. |  |  |
| Curriculum Plan | Clear intent, progression, implementation, and impact monitoring. Regular review and update the curriculum for inclusivity and relevance. |  |  |
| Environment for Learning | Adaptations to support diverse learners and positive ethos.The physical environment and foster high expectations and aspirations. |  |  |
| Communication Systems to Stakeholders | Comprehensive communication with parents, staff, children, governors, and the community. There is timely and transparent communication using multiple channels. |  |  |
| Safeguarding | Robust recording system with appropriate access levels and regular audits.All staff are trained and regularly review safeguarding policies.There is a culture of ‘it could happen here’. |  |  |
| Attendance, Suspensions & Reduced Hours Provision | Comprehensive recording system with regular audits. Strategies improve attendance and there is regular monitoring of the impact of reduced hours. |  |  |
| Pupil Premium Strategy | Strong leadership, targeted action plans, and regular monitoring. Funding is used effectively to close achievement gaps and regularly review strategies. |  |  |
| Behaviour Policy and Impact | Positive impact on learners with limited suspensions and exclusions. There is regular review the behaviour policy and implement restorative practices. |  |  |
| Budget | Well-managed with oversight by FO, HT, and GB. Financial planning aligns with strategic priorities and regularly review the budget. |  |  |
| Other | Consider additional areas such as community engagement, extracurricular activities, and student well-being. |  |  |