



Due Diligence Master Checklist – (name of school) – (date)

HEADTEACHER NAME:

Target conversion Date:

WEBSITE:

NOR:

STRUCTURE:

MOST RECENT OFSTED GRADE:

DATE:

LOCATION:

YEAR 6 SATS COMPARED TO NATIONAL

	School	National
Reading		
Writing		
SPAG		
Maths		

AREA	COMPLETED BY	DATE
1. Initial stages of interest		
2. Facilities Audit		
3. Financial Audit		
4. HR Audit		
5. H&S Safety Audit		
6. Building Survey		

7. Leadership Audit		
8. Teaching and Learning Review		
9. Governance Review		
10. ICT Infrastructure Review		

FACILITIES

Potential Challenges:

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Potential Support Needed including Hours:

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FINANCE

Potential Challenges:

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Potential Support Needed including Hours:

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HR

Potential Challenges:

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Potential Support Needed including Hours:

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HEALTH AND SAFETY
Potential Challenges:

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Potential Support Needed including Hours:

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BUILDING
Potential Challenges:

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Potential Support Needed including Hours:

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LEADERSHIP
Potential Challenges:

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Potential Support Needed including Hours:

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TEACHING AND LEARNING

Potential Challenges:

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Potential Support Needed including Hours:

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GOVERNANCE

Potential Challenges:

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Potential Support Needed including Hours:

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ICT

Potential Challenges:

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Potential Support Needed including Hours:

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CAPACITY NEEDED

RECOMMENDATIONS

INITIAL STAGES OF INTEREST**COMPLETED BY:** _____**DATE:** _____

RAG	Area	Notes
	INFORMATION REQUIRED BY SOLICITOR	Details to support conversion / re-conversion
	<u>CONVERSION</u>	
	Browne & Jacobson is the Trust solicitor and will manage the conversion / re conversion.	<p>A conflicts of Interest letter will be drafted to address the issue of conflict of interests, as well as confidentiality and disclosure, and to confirm the basis on which Browne & Jacobson will act for both (the School) and OWLS Academies Trust.</p> <p>Browne & Jacobson as both school and Trust solicitors will act for both parties to receive the 1954 Act Notice from the Local Authority's Solicitors (this is a procedural requirement common to academy conversions)</p> <p>Browne & Jacobson as both school and Trust solicitors will make Statutory Declarations under the Landlord and Tenant Act 1954 in response to the Notices served by the Landlord on behalf of the school converting / reconverting.</p>
	Current School Name	
	Current School Address	
	Contact Name at the school, Email and Telephone details	
	Ofsted Number	
	Edu base Number	
	PAN and Forms of Entry	

Due Diligence

	School Children Number on Roll	
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RAG	Area	Notes
	Type of school i.e. Community, Foundation, Academy	
	Most recent Ofsted outcome and date	
	Most Recent SATs scores EYFS Year 2 Year 6	
	<u>Initial Stages</u>	
	Proposed conversion date	
	Do you have an Academy Order – if so, please attach a copy	
	Do you have a DfE project lead – if so please provide contact details	
	Have you made contact with your Local Authority – if so, please provide details	
	Is the Academy a sponsored academy	
	Does the school have an SEN unit or provision reserved for pupils with SEN	
	Do you need the consent of anyone to convert i.e. the Diocese, another Trust, a Federation etc. – if so, please provide details of any consent which has been granted	
	<u>FUNDING AGREEMENT</u>	
	Proposed name of the Academy (if different from current school name)?	

	Age range of the Academy?	
	NET capacity of the school (physical capacity of the school building as calculated	

RAG	Area	Notes
	by the LA) – please split figures if there is a nursery, school and/or sixth form?	
	Religious character of the school, if any?	
	<u>GOVERNANCE</u>	
	Please provide a list of current Governors and contact details	
	Has the Governing Body agreed and minuted that they would like to convert the school to become an Academy?	
	Has decisions about the Academy process been delegated to a working group / committee or will all decisions relating to the academy process remain with the full Board of Directors / Governing Body?	
	Does the school have any joint working practices in place i.e. part of a consortium or federation?	

	<u>LEADERSHIP</u>	
	Has the SLT visited another DSAT schools and spoke to a leadership team?	
	Has the SLT reviewed Trust Vision, Values and Culture?	
RAG	Area	Notes
	Has SLT reviewed key area organisation? Corporate Services Education Services Epic Services SCITT services Teaching School Services	

Decision Outcomes

Start Due Diligence / Further discussion needed with School / Further decision needed with the Board
/ No further progress

Notes:

FACILITIES

COMPLETED BY: _____ DATE: _____

RAG	Area	Notes
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Due Diligence

	<u>NURSERY</u>	
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RAG	Area	Notes
	Does the Academy have a nursery?	
	If so, what is the age range of the nursery?	
	How many nursery places?	
	Does the nursery have a separate Ofsted number?	
	Who runs the nursery currently?	
	Who employs the nursery staff?	
	Are any staff shared between the school and the nursery?	
	Is there a separate nursery budget?	
	Who will run the nursery post conversion?	
	Do you charge for places in the nursery or is it solely funded by the LA?	
	How much money is generated from the nursery per annum?	
	Is there a Children's Centre or Community Centre on the school site? If so, who operates it now and who will operate it post conversion?	
	<u>PROPERTY</u>	

	<p>Does the school share the land with anyone else? If so</p> <ul style="list-style-type: none"> <input type="checkbox"/> who is the land shared with? • which part of land is shared? • will the arrangement continue after conversion? <p>is there any documentation in place to document the arrangement i.e. a joint use</p>	
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RAG	Area	Notes
	<p>school have a leisure centre/sports hall/swimming pool/sports pitches or facilities which are used by wider groups?</p> <p>If yes: <input type="checkbox"/> who uses the facilities and what is the pattern of use?</p> <ul style="list-style-type: none"> <input type="checkbox"/> does the school manage the wider use? <input type="checkbox"/> what are the staffing arrangements for the wider use i.e. are staff employed by the school or an external body? <input type="checkbox"/> are charge levied for use of the facilities, if so who sets the charges? <input type="checkbox"/> what is the total annual income received? <input type="checkbox"/> what are the costs of running the facility? 	
	<ul style="list-style-type: none"> <input type="checkbox"/> how are the finances monitored? <input type="checkbox"/> what is the level of any profit generated and what is it used for? 	

	<p><input type="checkbox"/> have any external body contributed to the costs of the facility i.e. Sport England/Football Foundation?</p> <p>what arrangements are there to run the facility post conversion?</p>	
	<p>If known please provide details of where the deeds for the school site are held</p>	
	<p>Has a building survey been completed by Boons? YES / NO</p>	<p>Key Issues</p>

RAG	Area	Notes
	<p><u>BUILDING WORKS</u></p>	
	<p>Details of any recently completed / on-going or planned building works at the school (please include description of works and date carried out)</p>	
	<p>Please confirm whether any building works have been funded under a PFI scheme – if so, please provide brief details</p>	
	<p>Please confirm details of any promised Building Works and provide details of any documentation i.e. a promise from the LA to fund a school kitchen or nursery</p>	
	<p>If there have been or there is planned building works who will be funding the works and who will be organising/managing the works</p>	
	<p><u>CONTRACTS AND ASSETS</u></p>	

	Please provide a list of all current contracts (including hire contracts) held by the GB / the LA that will transfer to the academy – these do not need to include service level agreements as these are not formal contracts	
	lease supply a list of any particular assets which are to be transferred	
	Please supply a list of any assets which are used by the School but which are not to be transferred to the Academy	
RAG	Area	Notes
	Please supply details (with copies of any relevant documents) of equipment guarantees given in relation to any asset being transferred	
	Please supply details of any grants that benefit the School for example, a Sport England Grant or Big Lottery Fund?	
	<u>LETTINGS</u>	
	Does the school manage any lettings – what is the frequency?	
	Are signed indemnities to hire forms completed for all lettings?	
	Where lettings are regular, are indemnity forms renewed at least termly?	

	Does the school have an agreed scale of charges in place? When was this last reviewed?	
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Other Notes

Potential Challenges:

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Potential Support Needed including Hours:

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FINANCE

COMPLETED BY: _____ DATE: _____

No	Area	Yes	No	Notes
1	<u>PAYROLL and PERSONNEL and SAFEGUARDING</u>			

No	Area	Yes	No	Notes
1.1	Is all payroll documentation (e.g. appointment forms - or supply / casual claim forms) authorised in accordance with the School's financial regulations?			
1.2	Is a reconciliation of staff (including casual staff) employed by the School carried out each month to Tabs and is this evidenced?			
1.3	Is the person responsible for reconciling payroll charges to the budget independent of the authorisation / certification of payroll documentation?			
1.4	Has a person been given responsibility for the maintenance of a Single Central Record of recruitment and vetting checks covering all staff and others identified by the School as having regular contact with children and is this record kept up to date?			

1.5	How is absence reporting maintained and who organises supply cover when staff are sick?			
1.6	Are all new staff checked in keeping with safeguarding principles and procedures?			
2	<u>BUDGETARY CONTROL</u>			
2.1	Does the School have a fully costed, development plan which covers a period of at least three years?			
2.2	Is there a clear link between the costed priorities and the multi-year budget planning?			
2.3	Has the Governing body formally approved the current year's budget?			
2.4	Does the SIMS system accurately reflect the School's budget share and do			

No	Area	Yes	No	Notes
	allocations of the total budget to individual cost centres on SIMS mirror the most recent budget intention return? Where there are differences, e.g. due to virement between budget headings, are these differences documented and approved by appropriate officers / committees in line with their specific levels of delegated authority?			
2.5	Is the SIMS system reconciled on a monthly basis to Tabs issued by the Finance Service and is this evidenced? Are differences promptly investigated? If not -what type of check is made and what frequency is the check undertaken?			

2.6	Have individual budget holders' names been entered onto SIMS to 'formalise' responsibility for each budget?			
2.7	Are individual budget holders given transaction information regarding the budgets they are responsible for on a monthly basis (i.e. SIMS cost centre transaction reports)?			
2.8	What % of budget has been spent to date? What is current C/F to date? To what extent are budgets committed?			
3	<u>BUDGETARY REPORTING</u>			
3.1	Has the headteacher received a report on the School's financial position within the last month?			

No	Area	Yes	No	Notes
3.2	Is the School's financial position being reported to the Governors at least termly?			
3.3	Is a narrative provided with the financial report explaining reasons behind any significant variances?			
3.4	Are these management reports produced directly from the School's financial management system (SIMS)? If not, is there adequate documentary evidence to support the accuracy of the financial position reported?			

3.5	Are financial reports sent to governors prior to the meeting in order for them to digest the report and prepare any questions arising from the report?			
3.6	Are financial reports appended to the School's copy of governors' minutes as a matter of course?			
3.7	Has a Statement of Internal Control (SIC) been completed and signed within the last twelve months?			
6	<u>UNOFFICIAL FUNDS</u>			
6.1	Have all unofficial school fund accounts been independently audited and the audited accounts presented to the governors, ideally within 6 months of the fund's year-end?			
6.2	Have any issues identified by the auditor been promptly addressed?			
6.3	Do the accounts cover a strict twelve-month period?			
6.4	Are curriculum activities (e.g. music, educational visits) operated through the delegated school budget?			

No	Area	Yes	No	Notes
6.5	Are all private fund cheques dual-signed in accordance with OfSTED and LA advice?			
6.6	Are surplus bank balances invested effectively (i.e. in a high-interest deposit account, or a building society account)?			
7	<u>INVENTORY</u>			

7.1	Have the governors established a policy for the inclusion of items / equipment to the inventory (e.g. minimum asset value).			
7.2	Has a member of staff been given responsibility for the maintenance of the inventory?			
7.3	Is the School inventory kept up-to-date, and includes details of: <ul style="list-style-type: none"> • Serial numbers • Purchase prices • Suppliers • Purchase dates • Location (including any assets kept off site) • Items held on loan (e.g. works of art) 			
7.4	Has an inventory check been carried out in the last 12 months, and the outcome formally reported to the governors and minuted?			
7.5	Is a register maintained for all items taken off site?			
7.6	Is a record maintained of long-term loans? (e.g. laptops provided to teachers)?			
7.7	Are attractive, portable and expensive items security marked as a deterrent against theft?			

No	Area	Yes	No	Notes
7.8	If the inventory is computerised (e.g. on Excel or Access), have adequate steps been taken to prevent the unauthorised deletion of items (e.g. password protection of the file)? Is the file regularly backed-up?			
7.9	If the SIMS Equipment Register is used for recording the inventory, are there adequate password controls and are access rights afforded on a 'need-to-do' basis?			

7.10	Has a Portable Appliance Test (PAT) been carried out within the last twelve months?			
8	<u>SYSTEM SECURITY / ACCESS RIGHTS</u>			
8.1	Is there a designated System Manager and is the SYSMAN password retained securely should access to the system be required during a period of absence?			
8.2	Does access to the system ensure that: 1. There is an adequate segregation of duties within the finance functions, (i.e. no one person having full access to the system to raise orders, process payments and sign cheques) 2. Access is granted on a 'need to do' basis 3. Access levels are promptly cancelled (reverted to "no access") when no longer necessary (e.g. leavers)			
8.3	Is there a daily back-up of the system and is this retained securely (fire proof safe / taken off site)?			
8.4	Is the School's administration PC/network virus protected with appropriate (and up-to-date) virus protection software?			
8.5	Is an up-to-date record maintained of computer software and associated licences?			

No	Area	Yes	No	Notes
8.6	Does the School hold a current registration under the Data Protection Act?			
9	<u>SECURITY</u>			

9.1	Is official cash retained on the premises overnight always below the insurance limit (i.e. typically safe £500 / £1,000, locked receptacle £200)?			
9.2	Is the safe kept locked at all times?			
9.3	Are banking arrangements adequate considering value and staff safety?			
9.4	Are confidential records retained (and ultimately destroyed) securely and in adherence to statutory directives (HMR&C, Data Protection principles)?			
11	<u>LOCAL BANK ACCOUNT / CHARGE CARDS / BACS PAYMENTS</u>			
11.1	Are all payments over £5,000 countersigned by a designated governor?			
11.2	Are blank cheques never pre-signed?			
11.3	Does the official bank account always have a credit balance?			
11.4	Are BA2 returns submitted to the Exchequer Services Section on a monthly basis?			
11.5	Are SIMS bank reconciliations undertaken promptly upon receipt of bank statements? Is this reconciliation evidenced?			
11.6	Is the SIMS VAT Control Account regularly reconciled (at least annually)?			
11.7	If the School holds a charge card has this been set up with reasonable credit limits and transaction limits to minimise the risk of financial loss should the			

No	Area	Yes	No	Notes
	charge card be lost / stolen?			

11.8	Are you able to confirm that the charge card is never used to withdraw cash?			
11.9	Is the card held securely at times of non-use?			
11.10	Where the School makes supplier payments by BACS, is there a strong division of duties between the operational tasks (e.g. processing of payments) and the higher-level tasks (e.g. authorisation of BACS runs)?			
11.11	Are BACS reports authorised by a nominated signatory as stated in the School's finance policy?			
11.10	Is the ability to set-up or amend BACS suppliers, bank account details etc. restricted to the authorised individuals?			
11.11	Where the School uses petty cash, are reimbursements made in line with the School's finance policy?			
12	<u>ORDERING PROCEDURES / PROCUREMENT</u>			
12.1	Is more than one person involved in authorising orders and paying invoices in order to create an adequate division of duties?			
12.2	Are official orders raised for all appropriate purchases?			
12.3	Where telephone orders have to be made urgently are confirmatory orders raised on the SIMS system no later than the next working day?			
12.4	Are goods received agreed to orders, including prices charged?			
12.5	Are written quotations obtained for significant purchases in accordance with limits contained within the School's finance policy and can this be evidenced?			

No	Area	Yes	No	Notes
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12.6	Do governors consider requests for exemptions to the School's quotation policy and do they ratify the award of contracts for services / goods where the lowest quotation is not accepted? Is this evidenced?			
12.7	Are copies of SIMS orders filed numerically, including any spoilt or cancelled?			
12.8	Does the School submit reserved debtors and creditors forms to the Finance Service at the end of each year to ensure that all significant valued transactions are charged to the appropriate financial year's accounts?			
13	<u>DEVOLVED FORMULA CAPITAL</u>			
13.1	Is the School easily able to identify devolved formula capital income and expenditure (e.g. through separate cost centres or DFC specific ledger codes)?			
13.2	Are individual payments charged to capital above the de-minimis level of £2,500 or, where the value is below this amount, is the payment associated to a larger project and can this be evidenced? (Minor expenditure below the de-minimis limit will normally be revenue spending and not capital).			
13.3	Have previous years' unspent allocations been transferred into the current year?			
13.4	Have allocations been spent within the DCSF-prescribed three-year timescale?			
14	<u>INCOME CHARGES AND COLLECTION</u>			
14.1	Do the governors review all charges (e.g. lettings) at least annually?			
14.2	Is all income received by the School recorded in a suitable format (e.g. through			

No	Area	Yes	No	Notes
	receipt books, tills, class registers or sales books)?			
14.3	Where a till is used to receipt income, is there a reconciliation between cash counted and total income as stated on the till 'z' number reading? Is there evidence of this reconciliation?			
14.3	When cash income is transferred from one staff member to another, are the sums transferred signed for by the recipient and the acknowledgement retained by the original collector of the income?			
14.4	Is all income collected banked in its entirety and promptly entered onto SIMS?			
14.5	Is income collected typically banked within one week of its receipt?			
14.6	Is income collected kept quite separate from petty cash or private fund cash?			
14.7	Are you able to confirm that income collected is never used to cash personal cheques?			
14.8	Is photography commission paid into private funds to negate the need to account for output VAT (assuming that the private fund is not VAT registered)?			
15	<u>INVOICING PROCEDURES</u>			
15.1	Are invoices issued by the School pre-numbered and make reference to both "LCC" and the Authority's VAT number?			
15.2	If invoices are raised on the SIMS system (Accounts Receivable Module), is an aged-debtor report produced regularly to assist in the follow-up of any overdue invoices?			

No	Area	Yes	No	Notes
15.3	Where invoices are raised manually, does the School have a system in place for the identification and follow-up of any outstanding invoices?			
15.4	Where invoices are raised manually and contains VAT, is VAT allocated when posting income to SIMS?			
16	<u>SCHOOL RESIDENTIAL TRIPS</u>			
16.1	Are school trips operated through official funds in order to benefit from VAT recovery, where incurred (educational trips)?			
16.2	Can it be evidenced through the financial accounting system that trips are not run at a profit?			
16.3	Are trip finances accurately recorded on separate spreadsheets to mirror cashbook postings on FMS?			
18	<u>PERSONNEL SYSTEMS</u>			
18.5	What is the % budget spent on?:- Teachers Teaching Support Staff Office Support Staff Other Support Staff			

Other Notes**Potential Challenges:**

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Due Diligence

Potential Support Needed including Hours:

HUMAN RESOURCES

COMPLETED BY: _____ DATE: _____

RAG	Area	Notes
	Who is the employer of the staff?	
	Details of any staffing issues i.e. outstanding grievances, staff due to leave the school shortly, recently dismissed staff, disputes,	

RAG	Area	Notes
	threatened litigation, capability proceedings, maternity leave, long term sick leave, ongoing negotiation of a compromise agreement, health and safety claims?	
	Are there any open Occupational Health referrals currently being managed?	
	Are cases being managed in line with policy and do they have up to date and appropriate improvement and support plans in place?	
	Do you have any self-employed people or contractors currently working at the school - If so, please provide names, positions and details of any contract which is in place?	
	What is the number of day's absence for staff in the last academic year? Teachers Support Staff	

	Does the school track, record and monitor staff absences and are there any particular trends?	
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RAG	Area	Notes
	Are there records of performance management? Headteacher Teachers Support Staff	
	Has the school pay committee completed annual pay recommendations?	
	What local agreements for staff deployments are there? Eg early xmas pay, duvet days etc.	
	<u>CARETAKERS</u>	
	Does the school have a Caretaker?	
	Does the School provide accommodation for the Caretaker and if so, where?	
	Please supply a copy of any tenancy or other agreement such as an? employment contract in relation to the caretaker's accommodation	
	<u>SCHOOL MEALS</u>	
	Please provide details of how the school meals are run – for example the school prepares these on site / they are delivered daily	

	If the school meals are prepared on site, does the school provide meals for any other school. If so, does the school expect this arrangement to carry on postconversion?	
RAG	Area	Notes
	If applicable, are the employees who work in the school kitchen employed directly by the school/LA or do they work under a catering contact - If they work under a contract please provide details of the contract?	
	<u>PERSONNEL SYSTEMS</u>	
	Does the school have a performance management policy and process embedded within the school?	
	Does the school have a staff handbook which outlines procedures and professional expectations for all staff?	
	Does the school track, record and monitor staff absences and are there any particular trends?	
	<u>DATA PROTECTION</u>	
	Is access to personal information limited only to those with a strict need to know?	
	Is personal information accurate and up to date? E.g. Sims etc	
	Is information held securely, whether it's on paper or on computer? E.g. Filing cabinets locked and access limited?	
	Is personal information destroyed as soon as there is no more need for it? What document retention procedures are in place?	
	Are there ongoing Subject Access Requests in place currently? If so – at what stage are/is these/these?	

	Is there a policy for dealing with Data Protection issues currently?	
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Other Notes

Potential Challenges:

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Potential Support Needed including Hours:

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HEALTH & SAFETY

COMPLETED BY: _____ DATE: _____

RAG	Area	Notes
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	Has a specific member of staff (or maybe a governor) been given responsibility for Health & Safety issues? Who is this?	
	Is there a Health & Safety Committee or a committee with responsibility for receiving Health & Safety reports?	
	Is there a specific health and safety leader in the school and have they had specific training?	
	Do you buy back the Health Safety and Wellbeing Service through the Local Authority? (academy only) Who is the provider main contact for the school?	
	Is there sufficient evidence that the School is taking steps to minimise the risk of harm to pupils, staff, visitors and property? E.G. Risk Assessments in place and dissemination of information?	
	Are there any ongoing / outstanding Health and Safety Issues currently being dealt with?	
	Is there a Type 1 Fire Risk Assessment in place? (reviewed annually)	
	Is there a Type 2 Fire Risk Assessment in place? (reviewed every 5 years)	
	Is there a Business Continuity Plan in place?	
	Is there an operational and fully up to date Buildings Maintenance file in place?	
	Are Statutory testing / and termly inspections carried out in line with recommended practices and in a timely manner?	
	Are staff appropriately trained in matters of Health and Safety and is training recorded (matrix, Sims, personnel file etc)?	
	Does the school have an up to date EVC policy and how are records kept?	

	Does the school keep an up to date log procedure for Pat testing?	
	Is there a detail plan/survey/register of asbestos	
	How old is the school boiler and how often has this been surveyed?	
	How many first aiders does the school have and is this the appropriate number?	

Other Notes

Potential Challanges:

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Potential Support Needed including Hours:

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LEADERSHIP

COMPLETED BY: _____ DATE:

RAG	Area	Notes	
		Current Year 20.....	
	<u>Leadership Standards</u>	YES	NO
		NOTES / COMMENTS	

RAG	Area	Notes	
	Has the Headteacher completed a current self-audit of the overall standards of leadership in the school?		
	Are there records and actions for Headteacher performance management for last 3 years?		
	Does the school take part in support other schools?		
	<u>Senior Leadership Standards</u>	Yes	No
	Have senior leaders completed leadership audits?		
	Are there records and actions for Senior Leadership performance management for last 3 years?		
	Are senior leaders providing effectively leadership their areas of responsibility?		
	Do senior leaders have direct responsibility for middle leaders and do they line manage individuals?		
	<u>Middle Leadership Standards</u>	Yes	No
	Are middle leadership structures and responsibilities clearly identified		
	Have middle leaders complete any leadership CPD?		
	Are there records and actions for specific performance management targets for middle leadership areas?		

	Are middle leaders providing effectively leadership their areas of responsibility?			
	Self-Evaluation and Strategic planning	Yes	No	
	Does the school have a robust self evaluation process?			

RAG	Area	Notes		
	Is there a clear monitoring and evaluation strategy embedded in school improvement?			
	Does school evaluation reflect current needs?			
	Are self evaluation reports shared with staff, leadership teams and governors?			
	Does the school development plan reflect the schools current needs and is it informed by self-evaluation?			
	Is the SDP effective in raising standards?			
	Do a range of stakeholders (including governors) contribute to the SDP?			
	Parent Partnerships	Yes	No	
	Does the school seek and act upon regular parental feedback?			
	Is there a clear complaints procedure in place?			
	Are parents effectively kept informed about their children progress			

	Are parents kept informed about how to support their child?			
	Are parents given sufficient information about the school curriculum and learning expectations?			
	Community & Networks	Yes	No	
RAG	Area	Notes		
	Is the school part of any community partnerships?			
	Is the school part of any professional networks and/or learning partnerships?			
	Governance			
	Does the governing body meet statutory requirements for leadership and governance of the school?			
	Have the governors complete a self audit within the last three years?			
	Does the governing body have the skills set needed to govern the school?			
	Do governors have a clear understanding of the strengths and weaknesses of the school?			
	Do the governors hold the leadership of the school to account fairly and effectively?			

Other Notes

Potential Challanges:

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Potential Support Needed including Hours:

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TEACHING AND LEARNING

COMPLETED BY: _____

DATE: _____

RAG	Area	Notes		
	<u>Attainment</u>	Current Year 20.....		COMMENTS / NOTES
	Over the previous three years what has been the attainment on entry to EYFS What have been the end of year outcomes in EYFS	AOE	GLD	
	Reading			
	Writing			
	Maths			
	Attitudes to Learning			

Due Diligence

	Over the previous three years what has been the attainment at Year 2?	L2B+ BAND2	L3 BAND3	
	Reading			
	Writing			
	Maths			
	Over the previous three years what has been the attainment at Year 6?	L4B+ BAND4	L5 BAND5	
	Reading			
	Writing			
	Maths			

RAG	Area	Notes					
	EGPS						
	<u>Progress</u>						
	How much progress do children make across KS1?	ALL	BOYS	GIRLS	PP / CLA	SEN	EAL
	Reading						
	Writing						
	Maths						

	How much Progress do children make across K2? Reading Writing Maths 2 Levels Progress	ALL	BOYS	GIRLS	PP / CLA	SEN	EAL	
	Planning	Yes	No					
	Does the school have a consistent and effective planning format?							
	Is planning shared across year groups and adapted for specific groups?							
	Is there effective monitoring and evaluation of planning by subjects leaders?							

RAG	Area	Notes		
	Curriculum Provision	YES	NO	
	Is there an effective whole-school approach to curriculum provision in place, matched to the expectations of the National Curriculum?			
	Are there productive and effective links made within units/topics of work to develop curriculum links?			
	Do units/topics of work have clear outcomes and structured skill development?			

	Is there provision within topics/units of work to ensure differentiation to meet pupils' learning needs?			
	Is there enough provision for Literacy, Numeracy, Science and Computing?			
	Is there an appropriate balance between other curriculum subjects?			
	Does the school deliver at least two hours of high quality PE each week?			
	Does the school have effective outdoor learning provision for all children including trips and residential?			
	Is there a range of after school activities targeted at encouraging participation from all pupil groups?			
	Is pupil premium funding making a positive impact on progress and attainment of vulnerable pupils?			
	Is there effective monitored intervention for slow moving pupils?			
	<u>Feedback for Learning</u>			
	Is there a consistent and effective marking policy across the school?			
	Are children engaged in individual target setting?			

RAG	Area	Notes			
	Are parents/carers effectively informed about children's progress and achievements?				
	Quality of Teaching	YES	NO		
	How effective is teaching over time?	% Outstanding	% Good	% RI	% Inadequate
	Are teaching assistants deployed effectively to support learning?				NOTES

	How effective is overall teacher subject knowledge in :- Literacy Numeracy	KS2		KS2	
		KS2		KS2	
	Behaviour	YES	NO		
	How good are standards of behaviour overall	Outstanding	Good	RI	Inadequate
	Does the school have an effective Behaviour Policy in place				
	Does the school have an effective Anti-Bullying Strategy in place				
	Does the school keep effective records of incidents related to behaviour, including bullying of all types?				
	Does the school employ staff with specific training in meeting the needs of pupils for whom maintaining good standards of behaviour is a challenge?				
RAG	Area	Notes			
	Has the school had cause to exclude pupils due to persistent or acute behaviour challenges during the last three years?				
	Pupil Voice	YES	NO		
	Does the school have an effective school council?				
	Do children have the opportunity to influence the focus of learning to meet their interests and needs?				

	Does the school regularly canvass and act upon the views of pupils			
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Other Notes

Potential Challenges:

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Potential Support Needed including Hours:

-
-
-

GOVERNANCE

COMPLETED BY: _____

DATE: _____

RAG	Area	Notes	
	Strategic Direction	Yes / No	
	Does the Governing Body demonstrate commitment to the vision and principles of the Trust?		
	Does the Governing Body have the capacity to support the development and running of the school?		
	Do all committees and main body have terms of references?		

	Succession Planning			
	Have the governors completed a self audit within the last three years?			
	Has the Chair identified potential successors?			
	Leadership			
	Does the Governing Body provide challenge and hold school leaders to account?			
	Do governors have specific roles and responsibilities identified?			
	How does the Chair ensure all governors are fulfilling their roles?			
	Are governors involved with performance management of Headteacher and Deputy Headteacher?			
	Does the governing body have a school visits policy?			
	Finance			
	Does the Governing Body ensure that financial resources are managed effectively?			
	Has the Governing Body formed a pay committee?			
RAG	Area	Notes		
	Community			
	Does the Governing Body effectively engage with key stakeholders such as parents and the wider learning community?			
	Effectiveness			

	What is the number of governor visit in relation to number of governors in the last academic year			
	Do governors have a clear understanding of the strengths and weaknesses of the school?			
	Does the Governing Body have a governor handbook and induction policy?			

Other Notes

Have the Headteacher reports and minutes for last academic year been reviewed? YES/ NO

Comments

Potential Challenges:

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-
-

Potential Support Needed including Hours:

-
-

ICT

COMPLETED BY: _____ DATE: _____

RAG	Area	Notes	
	Finance	Yes / No	
	Does the Academy currently use any form of leases (operational or finance) for any goods or services? If so, please provide details, including terms of the lease and lease provider details.		
	Please provide an outline of how the Academy ICT budget operates. The outline should include details of: <ul style="list-style-type: none"> a. How the budget is structured? b. Is there a fixed amount allocated to ICT or does it vary from year to year? c. Does the Academy cover the cost of printer toner, projector bulbs and other such consumables under the ICT budget or are these charged to individual departmental budgets? 		
	Over how many years does the Academy depreciate ICT equipment and what is the lowest acceptable value at which goods can be retired from service?		
	Are there any planned expenditure on new ICT goods and services over the next six month period?		
	TECHINCAL		

RAG	Area	Notes	
	Do you have a network diagram? If yes, please provide a copy.		

	Does the Academy have a learning platform? If yes, please provide the following information: <ul style="list-style-type: none"> a. Name of the platform b. Is this a cloud based or school hosted service? c. Level of integration with the school MIS 			
	Does the Academy have building systems such as CCTV, door access control, cashless catering and telephony? If yes, who is responsible for its operation, management and support?			
	Does the Academy use third party support to escalate technical issues?			
	Does the Academy use third party support to escalate technical issues?			
	Please provide details (supplier name, connection speed, renewal date) of the Academy broadband connection.			
	Does the school have mobile devices if so why type and numbers?			
	Does the school have a maintenance plan for all devices?			
	Is all ICT equipment stored securely?			
	Is the WIFI infrastructure sufficient for current and future use?			
	Are teacher provided with equipment?			
RAG	Area	Notes		
	Laptop Tablet			
	Is there a renewal plan?			

	Are all devices taken offsite configured with encryption?			
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Other Notes

Potential Challenges:

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Potential Support Needed including Hours:

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ICT Support Staff

Role title	Role description	FTE (Hours)	Salary package	Start date	Job Description (Yes / No)

ICT Contracts				
Name of supplier	Service delivered	Contract start date	Contract end date	Value of contract