

School Website Checklist



Statutory Requirements for Academies, Free Schools and Colleges

Below are the elements that all school should have on their website according to the Schools Information Regulations act (2012/2016). Academies and Free Schools should check their funding agreement to find out any additional or differing items that they need to publish on their website. (For more information visit: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>).

School Information	In place	Notes
Contact details <ul style="list-style-type: none">- name of your school or college- postal address of your school or college- telephone number- name of Head Teacher/principle of your school or college- name of the member of staff who deals with queries from parents and other members of the public- name and address of the Chair of Governing Body (if you have one)- name and details of your special educational needs (SEN) co-ordinator (SENCO) if you're a mainstream academy.		
If you are an academy or free school: <p>You should publish details about your academy's sponsor:</p> <ul style="list-style-type: none">- if the school's owner is an individual, you should publish their full name and contact details (address and a telephone number)- if the school's owner is a group or organisation, you should publish the address and telephone number of its office		
Aims, Values and Ethos <p>A statement about the school's vision, e.g. its aims and values. <i>We suggest including your approach to diversity, British values, the curriculum, safeguarding and SMSC development within this.</i></p>		

Admissions Arrangements	In place	Notes
<p>Admission arrangements for academies and free schools</p> <p>Admissions arrangements for all mainstream academies and free schools must comply with the School admissions code and the School admission appeals code. Academy trusts must publish the admissions arrangements for their schools on their website and keep them there for the whole of the offer year (the school year in which offers for places are made).</p> <p>According to the 'School admissions code' schools must publish the following on your website:</p> <ul style="list-style-type: none"> - Admission authorities must notify their local authority of their intention to increase the school's PAN and reference to the change should be made on the school's website. - For the duration of any given consultation period, the admission authority must publish a copy of their full proposed admission arrangements (including the proposed PAN) on their website together with details of the person within the admission authority to whom comments may be sent and the areas on which comments are not sought - Once admission authorities have determined their admission arrangements, they must notify the appropriate bodies and must publish a copy of the determined arrangements on their website displaying them for the whole offer year (the school year in which offers for places are made). - Where an admission authority has determined a PAN that is higher than in previous years, they must notify the local authority that they have done so, and make specific reference to the change on their website. - Admission authorities must notify the appropriate bodies of all variations and must display a copy of the full varied admission arrangements on their website until they are replaced by different admission arrangements. - 28 February 2017 is the deadline for admission authorities to publish their appeals timetable on their website. 		

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<p>Admission arrangements for 16 to 19 academies and colleges</p> <p>If you are a 16 to 19 academy, FE college or sixth form, we recommend that you publish details of your admission arrangements.</p> <p>You should publish this information a year in advance of the beginning of the academic year, and we recommend that these arrangements don't change during the year. You should include details of:</p> <ul style="list-style-type: none"> - open days your college or academy is planning - the process for applying for a place at your college or academy - whether your college or academy gives priority to applications from pupils enrolled at particular schools <p>Note that the 'School admissions code' and the 'School admissions appeals code' do not apply to 16 to 19 academies, FE colleges and sixth-forms.</p>		
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Exclusion arrangements	In place	Notes
<p>If you're an academy or free school other than a 16 to 19 academy, you should publish details of your policy for excluding pupils.</p>		

Curriculum	In place	Notes
<p>Academies and free schools must publish:</p> <ul style="list-style-type: none"> • the content of the curriculum your school follows in each academic year for every subject • your approach to the curriculum • how parents or other members of the public can find out more about the curriculum your school is following • how you meet the 16 to 19 study programme requirements (if you have a sixth form or offer education at 16 to 19) 		

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<p>Depending on what phase of education your school offers, you should also publish any of the following that apply to your school:</p> <ul style="list-style-type: none"> • the names of any phonics or reading schemes you are using in key stage 1 • a list of the courses available to pupils at key stage 4, including GCSEs • the 16 to 19 qualifications you offer 		
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Policies	In place	Notes
<p>Charging and Remissions Policy You must publish your school’s charging and ‘remissions’ policies (this means when you cancel fees). The policies must include details of:</p> <ul style="list-style-type: none"> - the activities or cases where your school will charge pupils’ parents - the circumstances where your school will make an exception on a payment you would normally expect to receive under your charging policy <p>Read about school charging and remission.</p>		
<p>Behaviour policy You should publish details of your school’s behaviour policy, including its anti-bullying strategy. Read advice on developing and publishing your school’s behaviour policy.</p>		
<p>Complaints policy We recommend that all academies, free schools and colleges publish their complaints policy online. If you’re an academy, free school, FE or sixth-form college, we recommend that you publish your whistleblowing policy online. Academies and free schools must publish any arrangements for handling complaints from parents of children with special educational needs about the support provided by the school.</p>		

Ofsted	In place	Notes
<p>You must either:</p> <ul style="list-style-type: none"> – publish a copy of your school’s most recent ofsted report or – publish a link to the webpage where users can find your school’s most recent ofsted report 		

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Performance Tables	In place	Notes
Academies and colleges should publish a link to the school and college performance tables .		

Achievement Data	In place	Notes
<p>Key stage 2 (KS2) results The DfE published the 2016 KS2 performance tables in December 2016.</p> <p>You must publish the following details from your school's most recent KS2 results:</p> <ul style="list-style-type: none"> - percentage of pupils who've achieved the expected standard in reading, writing and maths - average progress that pupils have made in reading between KS1 and KS2 - average progress that pupils have made in writing between KS1 and KS2 - average progress that pupils have made in maths between KS1 and KS2 - percentage of pupils achieving a high level of attainment in reading, writing and mathematics - average scaled score in the reading test - average scales score in the writing test <p>You can find more information about these KS2 performance measures, including the higher standard, in the Primary school accountability guidance.</p>		
<p>Key stage 4 (KS4) results The DfE published the 2016 KS4 performance tables in January 2017. If you're an academy or a free school, you should publish the following information on your website each year:</p> <ul style="list-style-type: none"> - your school's progress 8 score - your school's attainment 8 score - percentage of pupils who've achieved grade C or above in English and maths at the end of KS4 - this requirement will change from January 2018 when you must publish the percentage of pupils achieving a strong pass (grade 5 or above) in English and 		

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<p>maths</p> <ul style="list-style-type: none"> - percentage of pupils entering for the English Baccalaureate - percentage of pupils who've achieved the English Baccalaureate - percentage of students staying in education or employment after key stage 4 (destinations) <p>During the transition to the new GCSE grading scale we will base the EBaccpass level on grade 5 or above for reformed subjects and grade C and above for unreformed subjects.</p>		
<p>Key stage 5 (KS5) results</p> <p>The DfE published the 2016 16 to 18 (KS5) performance tables in January 2017. If you're an academy, free school or college, you should publish the following information on your website:</p> <ul style="list-style-type: none"> - the progress your students have made compared with students across the country, shown separately for A levels, academic, applied general and tech level qualifications - the average grade your students get at KS5, shown separately for A levels, academic, applied general and tech level qualifications - the progress your students have made in English and maths - retention (this is the proportion of students who get to the end of the main programme of study that they enrolled on at your institution), shown separately for each qualification type - destinations (this is the percentage of students who continue in education or training, or move on to employment in the year after the end of key stage 4) <p>You can find more information about these performance measures in the '16 to 19 accountability headline measures' guidance.</p>		

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Funding	In place	Notes
<p>Pupil Premium</p> <p>If your school receives pupil premium funding, your funding agreement will state what information you need to publish about it.</p> <p>Regardless of what your funding agreement requires you to publish, we recommend that you publish details of your pupil premium strategy.</p> <p>For the current academic year, we recommend you publish:</p> <ul style="list-style-type: none"> • how much pupil premium funding you received for this academic year • details of the main barriers to educational achievement that the disadvantaged children in your school face • how you will spend your pupil premium funding to overcome these barriers and the reasons for the approach you've chosen • how you will measure the effect of the pupil premium • the date of the next pupil premium strategy review <p>For the previous academic year, we recommend you publish:</p> <ul style="list-style-type: none"> • how you spent your pupil premium funding • the effect that the pupil premium had on pupils <p>The Teaching Schools Council has produced guidance for schools on developing and presenting their pupil premium strategy, including a pupil premium strategy template.</p>		
<p>PE and Sports premium</p> <p>If your school receives PE and sport premium funding, your grant funding agreement will explain what information you must publish. WE recommend that you include:</p> <ul style="list-style-type: none"> - how much PE and sport premium funding you received for this academic year - a full breakdown of how you've spent or will spend the funding this year - the effect of the premium on pupils' PE and sport participation and attainment - how you will make sure these improvements are sustainable 		
<p>Year 7 Literacy and Numeracy Catch-up Premium Funding</p> <p>If your school receives year 7 literacy and numeracy catch-up premium funding, you must publish details of how you spend this funding and the effect this has had on the attainment of the pupils who attract it.</p>		

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<p>You must include:</p> <ul style="list-style-type: none"> - how much year 7 catch-up premium you received for this financial year - details of how you intend to spend the funding - details of how you spent your year 7 catch-up premium last financial year - how it made a difference to the attainment of the pupils who attract the funding and how you assessed the effect it had 		
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Annual reports and accounts	In Place	Notes
<p>Academies and free schools</p> <p>You should publish the following financial information about your school:</p> <ul style="list-style-type: none"> - annual report - annual audited accounts - memorandum of association - articles of association - names of charity trustees and members - funding agreement - Full accounts by no later than 31st January <p>You can find more guidance about these in the ‘Academies financial handbook’</p>		
<p>FE and sixth-form colleges</p> <p>Colleges should publish their instruments and articles of government on their website. They should also publish their annual members’ report and audited financial statement every year.</p>		

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Governance	In place	Notes
<p>The Academies financial handbook explains what information you need to publish about your school and its governing body.</p> <p>Academies must publish up-to-date details of governance arrangements in an accessible format which should include:</p> <ul style="list-style-type: none"> – The structure and remit of the members, board of trustees, committees and local governing bodies, and the full names of the chair of each (where applicable) – For each member who has served at any point over the past 12 months, his or her full name, date of appointment, date of stepping down (where applicable), and relevant business and pecuniary interests including governance roles in other educational institutions – For each trustee and local governor who has served at any point over the past 12 months, his or her full name, date of appointment, term of office, date of stepping down (where applicable), who appointed him or her (in accordance with the trust’s articles), and relevant business and pecuniary interests including governance roles in other educational institutions. If the trust’s accounting officer is not a trustee their relevant business and pecuniary interests must still be published – For each trustee, his or her attendance records at board and committee meetings over the last academic year – For each local governor, his or her attendance records at local governing body meetings over the last academic year. 		
<p>FE and sixth-form colleges</p> <p>You should publish the following details about your college’s governing body:</p> <ul style="list-style-type: none"> - the governing body’s structure and responsibilities - details of any committees - the names of all governors, including the chair <p>You may wish to simply publish your governors’ handbook, which should include all this information.</p>		

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SEND	In place	Notes
<p>You must publish an SEN information report on your school’s policy for pupils with SEN and should update it annually , or as soon as possible if there are changes during the year.</p> <p>You should update any changes occurring during the year as soon as possible.</p> <ul style="list-style-type: none"> - The report must comply with: - <u>section 69 of the Children and Families Act 2014</u>, which includes: <ul style="list-style-type: none"> o the arrangements for the admission of disabled pupils o the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils o the facilities you provide to help disabled pupils to access the school o the accessibility plan you have prepared in compliance with <u>paragraph 3 of schedule 10 to the Equality Act 2010</u>. - <u>regulation 51 and schedule 1</u> of the Special Educational Needs and Disability Regulations 2014 - section 6 of the <u>Special educational needs and disability code of practice: 0 to 25 years</u> - <p>You can find details of what you must include in <u>schedule 1 of the Special Educational Needs and Disability Regulations 2014</u>, and <u>section 6 of the ‘Special educational needs and disability code of practice: 0 to 25 years’</u>.</p> <p>Accessibility Plans for disabled pupils</p> <p>Academies and free schools need to carry out accessibility planning for disabled pupils under the <u>Equality Act 2010</u>.</p> <p>You must publish your accessibility plan, which should include details of how you’re:</p> <ul style="list-style-type: none"> • increasing your disabled pupils’ ability to participate in your school’s curriculum • improving the physical environment of your school so disabled pupils can take better advantage of the education, benefits, facilities and services you offer • improving the availability of accessible information to your disabled pupils <p>The accessibility plan you publish can either be a freestanding document or part of another document (such as your school development plan).</p>		

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Equality Objectives	In place	Notes
<p>As public bodies, including local-authority-maintained schools, are covered by the public-sector equality duty in the Equality Act 2010. This means you have to publish:</p> <ul style="list-style-type: none">- details of how your school is complying with the public sector equality duty - you should update this every year- your school's equality objectives - you should update this at least once every 4 years <p>Details of these publishing obligations are set out in Equality Act 2010: advice for schools</p> <p>You need to include details of:</p> <ul style="list-style-type: none">• eliminating discrimination (see the Equalities Act 2010)• improving equality of opportunity for people with protected characteristics• consulting and involving those affected by inequality in the decisions your school or college takes to promote equality and eliminate discrimination (affected people could include parents, pupils, staff and members of the local community).		

Request for copies	In place	Notes
If a parent requests a paper copy of the information on your website, you must provide this free of charge.		

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Ofsted Essentials

The following items are recommendations based on the Ofsted Inspection Framework and other related statutory documents.

Essential Items	In place	Notes
<p>Safeguarding Alongside your policy we suggest that you include:</p> <ul style="list-style-type: none"> - a statement about your philosophy and safeguarding practices, - the name of your dsp - names of other staff who help in school in terms of safeguarding e.g. learning mentors, counsellors, family workers etc. - the name of your safeguarding governor - other policies: inclusion, bullying all of which should reflect radicalization, extremism and your commitment to and approach to counter -terrorism - summaries, in non-educational speak, the approach and processes that you use in school to de-mystify the topic for parents - government documents related to safeguarding - definitions/faq' s to make the subject more understood - a clear area children can go to remind them how they can get help in school and out if they are worried or concerned about anything - signposting for concerned adults who want to raise issues over the safety of a child in the school - links to your e-safety page/area - links to outside agencies/websites that may be helpful or informative e.g. childline 		
<p>The Counter Terrorism Act 2015/Prevent Duty We suggest that at a minimum you:</p> <ul style="list-style-type: none"> – publish regular news on your news page about cultural and religious visits in and out of school, workshops, and assemblies – refer to counter terrorism resources and information on your e-safety page – have a children’s e-safety page explaining how to get help and advising what to be aware of - add this link to your e-safety page for parents: families matter – extremism online - make sure you register to use the ceop report button 		

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<ul style="list-style-type: none"> - make sure that your school’s safeguarding, equality, inclusion, e-safety, pshe and behaviour policies display content that reflects and makes transparent your approaches and values with regards to extremism, radicalization and protecting children. 		
<p>E-Safety Along with your online safety policy we suggest that you include regular and up-to-date advice on e-safety to help parents to keep their children safe. At a minimum we suggest a school’s website should have a parents and children’s e-Safety page which could include:</p> <ul style="list-style-type: none"> - evidence that surveys of parents and pupils in regards to e-safety have taken place - e-safety policy - digital image use policy - mobile phones in school policy - evidence of parents’ e-safety sessions - relevant e-safety resources/links/tips for parents and support in how to deal with concerns - how to set parental controls - advice on social media use - an explanation of how children can see help in school if they have e-safety issues or concerns - relevant and age appropriate links to sites/games/videos that will help keep children safe online and/or get help should they need it. <p>It is highly recommended that you have a weekly or monthly news item promoting a site or e-safety task (i.e. updating parental controls) for parents on your website.</p>		
<p>Broad and balanced curriculum A page per subject with:</p> <ul style="list-style-type: none"> - long term plans - topic overviews - department info - examples of work or displays 		

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<ul style="list-style-type: none"> - useful links/downloads - regular news items covering a range of curriculum areas 		
<p>The profile of PE and sport</p> <p>We suggest that at a minimum you include:</p> <ul style="list-style-type: none"> – a sporting clubs and activities are explained on a specific page as well as on the school calendar. – you pe policy and curriculum information available to read and/or download – sporting events in the news section and/or newsletters to celebrate achievement and provide evidence of them for inspectors 		
<p>Provision for those who have chronic or long term illness</p> <p>We suggest that at a minimum you should publish your:</p> <ul style="list-style-type: none"> - welfare, chronic and long term illness policies, first aid and other medical based policies available to read or and/or download - a community or outside agencies page listing all the agencies that work within your school to ensure the welfare of your pupils is at its best 		
<p>Homophobic and trans-phobic bullying</p> <p>We recommend that you ensure that your behaviour policy and/or Anti-bullying Policy/Inclusion Policy that includes information on homophobia and Trans-phobia.</p>		
<p>Gaining parental views</p> <ul style="list-style-type: none"> - Link to Parent View - see point 20 in the Ofsted Schools Inspection Handbook http://www.ofsted.gov.uk/resources/school-inspection-handbook. Linked logos available here: http://parentview.ofsted.gov.uk/link-to-us. (Please contact us if you would like help to embed these in your PYS pages) - Using comment facilities to gain parental responses - Evidence of and feedback from parental surveys (see point 22 of the Ofsted Handbook) 		

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<p>Essential Documents</p> <p>Why not put some of the other key documents that lead inspectors request at the start of the inspection on your website ready, for example:</p> <ul style="list-style-type: none">- school improvement plan- school self-evaluation- timetables- names and roles of all staff- school day times		
<p>SEN(D) Provision/ Resources Bases</p> <p>If you have an SEN(D) resource base we suggest that you publish:</p> <ul style="list-style-type: none">- the number of pupils in the SEN (D) provision- the language and communication strategies used- staffing arrangements		

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Highly Recommended Content

This section includes some recommended content to show your school to its best via your website for pre-inspection evaluation and to ensure that it is an informative tool for parents, to increase engagement and encourage regular visits.

Highly Recommended	In place	Notes
General: <ul style="list-style-type: none"> - A domain name that makes sense to visitors - FAQs - A map showing location, direction and parking information - Links to Local Authority Schools website, Direct.Gov Schools and the DfE home page - Policies for all other areas, including emergency closure policy. 		
Home Page: <ul style="list-style-type: none"> - Noticeboard for emergency/important messages (perfect for providing a statutory notice of inspection for parents) - Virtual tours - Translator tool 		
For Governors <ul style="list-style-type: none"> - Forthcoming meetings, - Non-confidential minutes/updates - Password area for confidential items 		
For Staff: <ul style="list-style-type: none"> - Secure staff area with access to key documents 		
For Pupils <ul style="list-style-type: none"> - Links to key education learning sites that you use in school, with information regarding whom to contact in the case of forgotten passwords/technical issues - Links to recommended websites for use at home to aid homework - Links for where to get help for worries/ emotional needs e.g. childline etc. - After school clubs, and extra curricular activities - Pupil survey pages (using comment facility on PYS website pages) 		
For Parents <ul style="list-style-type: none"> - Downloadable copies of letters sent to parents with contact details for who to return 		

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<ul style="list-style-type: none"> permission slips to (these can be added to the PYS Website calendars for each event) - Uniform list, with contact details for local suppliers and downloadable order form - Information on school meals to include cost, menu and free school meal sign up. Could also include information on fruit and milk in school. - Information about the PTA or Parents Forum - Structure of the school day with timings - Holidays in term time policy (& application forms where applicable) - Links to DfE, Local Authority and Gov. sites - Information for parents on how to help their child at home 		
<p>For Classes:</p> <ul style="list-style-type: none"> - Class or year group pages which could include sections for photos, letters, events, news, curriculum, homework, celebrations of achievement, timetables etc. - School, class or year group blogs (using comment facility on PYS websites pages) 		
<p>News</p> <ul style="list-style-type: none"> - Regular weekly news items to give an overview of school life - Newsletters 		
<p>Calendar</p> <ul style="list-style-type: none"> - Up-to-date calendar with events lists to download and term dates to download - Term dates for the next one -two years 		

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Organising your website

Website users want to access the information they need quickly and easily. The way your site is organised is paramount to how often visitors will use it and whether they will come back. You should aim for a maximum of three clicks to reach key information. Here are some suggested sections to get you started.

Home
School Information/ About Us/ Our School – all the statutory information e.g. performance, policies, aims, vision, vacancies etc.
Teaching and Learning/Curriculum/ School Life – curriculum, school day, class structure, staff structure, clubs, after school activities, breakfast club etc.
Parents – all the information parents look for most e.g. school lunches, school uniform, parent workshops, e-safety guidance, parent view, illness and absence information, recent letters to download etc.
Classes/Year groups or Pupils area – class pages, links, galleries
Community/ Additional services e.g. children center, knowledge center area, charity, community projects etc.
News – news posts/newsletters/ blogs
Calendar
Contact Us – to include school contact details, staff list and staff emails.

Maintaining a user-friendly design

Your PYS site is compliant with accessibility guidelines. Keep to the options given and avoid adding flashing animations, using capitals as headings or underlining text to keep within these guidelines. Here are more suggestions to help you:

- **Avoid having “Under Construction” pages** or items that are out of date or incorrect. Hide them in the CMS until you have time to deal with them instead.
- **Keep the main sections at the top to a minimum** and easily recognisable ones.
- **Try not to have long drop down menus** for each section. Remember you can have subsections of sections and rearrange your pages easily in the CMS by dragging and dropping.
- **Link pages** within your site to direct users to all related areas and make sure they see the best of you or get that they need as quick as possible. Think like Wikipedia! Remember, each user will come to your site from various directions so by linking pages you help direct them to other related areas without them having to think about it or find them themselves.
- **Avoid just links** – always have an introduction paragraph and where you can copy some or all of the document so people do not have to download it to read it. Have the download too for those who want to print or save.
- **Avoid using the words ‘click here’** as they will not help your site to be recognised well in search engines.
- **Avoid using underlining** to show titles where they are not a link as underline on a webpage = hyperlink (**also avoid CAPITALS for whole words** as text readers and translators may not recognize them).
- **Always think about your busy users**– can you get what you want in the recommended 3 clicks or less and from anywhere on the site not just the homepage?
- **Always think about non-education specialists** – are all the page headings words anyone would understand and not educational speak? If they are *Ed speak* and need to be, when people click on the page does it fully explain and demystify the area for them?
- **Use the given text sizes** - your PYS site has been given a consistent design with pleasing colour scheme and legible web safe text. Stick to using the same size for main body text on each page and the same sizes for respective headings to maintain this.

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- **Maintain accessibility** - Your PYS site is compliant with accessibility guidelines. Keep to the options given, avoid adding flashing animations, and follow the tips above about fonts to keep within the guidelines. If you do not have a PYS website make sure you site complies with accessibility standards
- Make sure that you pages and documents/images download in reasonable time.