

# School Website Checklist



## Statutory Requirements for Maintained Schools

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
<b>Contact details</b> <ul style="list-style-type: none"><li>- name of your school or college</li><li>- postal address of your school or college</li><li>- telephone number</li><li>- name of Head Teacher/principle of your school or college</li><li>- name of the member of staff who deals with queries from parents and other members of the public</li><li>- name and details of your special educational needs (SEN) co-ordinator (SENCO) if you're a mainstream academy.</li></ul>		
<b>Aims, Values and Ethos</b> <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>		
<b>Curriculum</b>	<b>In place</b>	<b>Notes</b>
You must publish: <ul style="list-style-type: none"><li>• the content of your school curriculum in each academic year for every subject</li><li>• the names of any phonics or reading schemes you're using in key stage 1</li><li>• a list of the courses available to pupils at key stage 4, including GCSEs</li><li>• how parents or other members of the public can find out more about the curriculum your school is following</li></ul>		

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Admissions Arrangements	In place	Notes
<p><b>Foundation schools and voluntary-aided schools</b> If the school's governing body decides your admissions, you must publish your school's admission arrangements each year and keep them up for the whole school year. You must explain:</p> <ul style="list-style-type: none"><li>• how you'll consider applications for every age group</li><li>• what parents should do if they want to apply for their child to attend your school</li><li>• your arrangements for selecting the pupils who apply (if you are a selective school)</li><li>• your 'over-subscription criteria' (how you offer places if there are more applicants than places)</li></ul> <p><b>Community schools and voluntary-controlled schools</b> If the local authority decides your admissions, write that parents should contact the local authority to find out about your admission arrangements.</p>		
Ofsted	In place	Notes
<p>You must either:</p> <ul style="list-style-type: none"><li>– publish a copy of your school's most recent ofsted report or</li><li>– publish a link to the webpage where users can find your school's most recent ofsted report</li></ul>		
Performance Tables	In place	Notes
<p>You should publish a link to the <a href="#">school and college performance tables</a>.</p>		

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Achievement Data	In place	Notes
<p><b>Key stage 2 (KS2) results</b>            You must publish the following details from your school's most recent key stage 2 results:</p> <ul style="list-style-type: none"> <li>• average progress scores in reading, writing and maths</li> <li>• average 'scaled scores' in reading and maths</li> <li>• percentage of pupils who achieved the expected standard or above in reading, writing and maths</li> <li>• percentage of pupils who achieved a high level of attainment in reading, writing and maths</li> </ul>		
<p><b>Key stage 4 (KS4) results</b>            You must publish the following details from your school's most recent key stage 4 results:</p> <ul style="list-style-type: none"> <li>• <u>progress 8</u> score</li> <li>• <u>attainment 8</u> score</li> <li>• percentage of pupils who got a good pass (grade C or above) in English and maths - from January 2018 you should publish the percentage of pupils who achieved a strong pass (grade 5 or above) in English and maths</li> <li>• percentage of pupils achieving the <u>English Baccalaureate</u> (EBacc) combination of subjects (this means pupils who got a GCSE grade C or above in English, maths, 2 sciences, a language, and history or geography) - during the transition to the new GCSE grading scale we will base the EBacc pass level on grade 5 or above for reformed subjects and grade C and above for unreformed subjects</li> <li>• student 'destinations' (the percentage of students who continue in education or training, or move on to employment at the end of 16 to 19 study)</li> </ul>		
<p><b>Key stage 5 (KS5) results</b>            If you are a local-authority-maintained school sixth form you should publish:</p> <ul style="list-style-type: none"> <li>• the progress your students have made compared with students across the country, shown separately for A levels, academic, applied general and tech level qualifications</li> <li>• the average grade that your students get at key stage 5, shown separately for A levels, academic, applied general and tech level qualifications</li> <li>• the progress your students have made in English and maths</li> </ul>		

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<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> </ul> <p>You can find more information about these performance measures in the <a href="#">16 to 19 accountability headline measures guidance</a>.</p>		
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Policies	In place	Notes
<p><b>Charging and Remissions Policy</b>            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"> <li>- the activities or cases where your school will charge pupils’ parents</li> <li>- the circumstances where your school will make an exception on a payment you would normally expect to receive under your charging policy</li> </ul> <p>Read about <a href="#">school charging and remission</a>.</p>		
<p><b>Behaviour policy</b>            This must:</p> <ul style="list-style-type: none"> <li>- Include the GB’s statement of principles that informs that policy</li> <li>- Adhere to <a href="#">Section 89 of the Education and Inspections Act 2006</a>.</li> </ul> <p>Read <a href="#">advice on developing and publishing your school’s behaviour policy</a>.</p>		

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Funding	In place	Notes
<p><b>Pupil Premium</b></p> <p>You must publish a strategy for the school’s use of the <a href="#">pupil premium</a>. You no longer have to publish a ‘pupil premium statement’.</p> <p>For the current academic year, you must include:</p> <ul style="list-style-type: none"> <li>• your school’s pupil premium grant allocation amount</li> <li>• a summary of the main barriers to educational achievement faced by eligible pupils at the school</li> <li>• how you’ll spend the pupil premium to overcome those barriers and the reasons for that approach</li> <li>• how you’ll measure the effect of the pupil premium</li> <li>• the date of the next review of the school’s pupil premium strategy</li> </ul> <p>For the previous academic year, you must include:</p> <ul style="list-style-type: none"> <li>• how you spent the pupil premium allocation</li> <li>• the effect of the expenditure on eligible and other pupils</li> </ul> <p>Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system. As you won’t know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.</p> <p>The Teaching Schools Council has published <a href="#">templates</a> to support schools in presenting their pupil premium strategies. Use of the templates is voluntary.</p>		
<p><b>PE and Sports premium</b></p> <p>If your school receives <a href="#">PE (physical education)</a> and <a href="#">sport premium funding</a>, you must publish:</p> <ul style="list-style-type: none"> <li>• how much funding you received</li> <li>• a full breakdown of how you’ve spent the funding or will spend the funding</li> <li>• the effect of the premium on pupils’ PE and sport participation and attainment</li> <li>• how you’ll make sure these improvements are sustainable</li> </ul>		
<p><b>Year 7 Literacy and Numeracy Catch-up Premium Funding</b></p> <p>If your school has received <a href="#">year 7 literacy and numeracy catch-up premium funding</a>, you must</p>		

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<p>publish:</p> <ul style="list-style-type: none"> <li>- your funding allocation for the current academic year</li> <li>- details of how you intend to spend your allocation</li> <li>- details of how you spent your previous year's allocation</li> <li>- how last year's allocation made a difference to the attainment of the pupils who benefit from the funding</li> </ul>		
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Governance	In place	Notes
<p>You are required to publish the structure and remit of your governing body. You must publish:</p> <ul style="list-style-type: none"> <li>- details of the structure and responsibilities of the governing body and its committees</li> <li>- information about each governor's:               <ul style="list-style-type: none"> <li>- business interests</li> <li>- financial interests</li> <li>- governance roles in other schools</li> </ul> </li> </ul> <p>It is recommended that you include details of all serving governors to include the following:</p> <ul style="list-style-type: none"> <li>- Full name</li> <li>- Dates of appointment, terms of office, date of stepping down where applicable</li> <li>- Name of the body by which they are appointed</li> <li>- Attendance record and GB meetings</li> <li>- Committees that they serve on</li> <li>- Also you are required to list associate members and outline their voting rights.</li> </ul> <p>It is also expected that you outline:</p> <ul style="list-style-type: none"> <li>- What the governing body do</li> <li>- How to become a governor</li> <li>- The constitution of your GB</li> </ul> <p>It is recommended to include:</p> <ul style="list-style-type: none"> <li>- Annual Governance Statement</li> <li>- Signed minutes for meetings</li> <li>- Pen portraits of Governors</li> </ul>		

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<ul style="list-style-type: none"> <li>- Governor news/ updates</li> </ul> <p>Read more <a href="#">advice on publishing information about your school's governors.</a></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.</p> <p>You should update any changes occurring during the year as soon as possible.</p> <ul style="list-style-type: none"> <li>- The report must comply with:               <ul style="list-style-type: none"> <li>- <a href="#">section 69 of the Children and Families Act 2014</a>, which includes:                   <ul style="list-style-type: none"> <li>o the arrangements for the admission of disabled pupils</li> <li>o the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils</li> <li>o the facilities you provide to help disabled pupils to access the school</li> <li>o the accessibility plan you have prepared in compliance with <a href="#">paragraph 3 of schedule 10 to the Equality Act 2010</a>.</li> </ul> </li> <li>- <a href="#">regulation 51</a> and <a href="#">schedule 1</a> of the Special Educational Needs and Disability Regulations 2014</li> </ul> </li> </ul> <p>You can find details of what you must include in <a href="#">schedule 1 of the Special Educational Needs and Disability Regulations 2014</a>, and <a href="#">section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'</a>.</p>		

Equality Objectives	In place	Notes
<p>All 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"> <li>- details of how your school is complying with the <a href="#">public sector equality duty</a> - you should update this every year</li> <li>- your school's equality objectives - you should update this at least once every 4 years</li> </ul> <p>Details of these publishing obligations are set out in <a href="#">Equality Act 2010: advice for schools</a></p> <p>You need to include details of:</p> <ul style="list-style-type: none"> <li>• eliminating discrimination (see the <a href="#">Equalities Act 2010</a>)</li> <li>• improving equality of opportunity for people with protected characteristics</li> </ul>		

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<ul style="list-style-type: none"><li>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).</li></ul>		
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Complaints procedure	In place	Notes
You must publish details of your school's complaints procedure, which must comply with <a href="#">Section 29 of the Education Act 2002</a> . Read guidance on <a href="#">developing your school's complaints procedure</a> . You must also publish any arrangements for handling complaints from parents of children with special educational needs (SEN) about the support the school provides.		

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

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<ul style="list-style-type: none"> <li>- 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.</li> </ul>		
<p><b>E-Safety</b>          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"> <li>- evidence that surveys of parents and pupils in regards to e-safety have taken place</li> <li>- e-safety policy</li> <li>- digital image use policy</li> <li>- mobile phones in school policy</li> <li>- evidence of parents’ e-safety sessions</li> <li>- relevant e-safety resources/links/tips for parents and support in how to deal with concerns</li> <li>- how to set parental controls</li> <li>- advice on social media use</li> <li>- an explanation of how children can see help in school if they have e-safety issues or concerns</li> <li>- relevant and age appropriate links to sites/games/videos that will help keep children safe online and/or get help should they need it.</li> </ul> <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><b>Broad and balanced curriculum</b>          A page per subject with:</p> <ul style="list-style-type: none"> <li>- long term plans</li> <li>- topic overviews</li> <li>- department info</li> <li>- examples of work or displays</li> </ul>		

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

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<p><b>Essential Documents</b></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"><li>- school improvement plan</li><li>- school self-evaluation</li><li>- timetables</li><li>- names and roles of all staff</li><li>- school day times</li></ul>		
<p><b>SEN(D) Provision/ Resources Bases</b></p> <p>If you have an SEN(D) resource base we suggest that you publish:</p> <ul style="list-style-type: none"><li>- the number of pupils in the SEN (D) provision</li><li>- the language and communication strategies used</li><li>- staffing arrangements</li></ul>		

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

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

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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.

<b>Home</b>
<b>School Information/ About Us/ Our School</b> – all the statutory information e.g. performance, policies, aims, vision, vacancies etc.
<b>Teaching and Learning/Curriculum/ School Life</b> – curriculum, school day, class structure, staff structure, clubs, after school activities, breakfast club etc.
<b>Parents</b> – 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.
<b>Classes/Year groups or Pupils area</b> – class pages, links, galleries
<b>Community/ Additional services</b> e.g. children center, knowledge center area, charity, community projects etc.
<b>News</b> – news posts/newsletters/ blogs
<b>Calendar</b>
<b>Contact Us</b> – 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.