

November 2017 Essential (Statutory) items checklist for school websites		✓/x																
1. Contact details, <ul style="list-style-type: none"> ▪ the name, ▪ postal address and ▪ telephone number of the school, and the ▪ name of the member of staff who deals with queries from parents and other members of the public. 																		
2. Headteacher's name with first name or initial																		
3. Full details of admission arrangements, including selection, oversubscription criteria and published admission number (PAN) for; <ul style="list-style-type: none"> ▪ Current in-year admissions (2017/18) ▪ Admission arrangements for entry in the next academic year (2018/2019) and ▪ Consultation on admission arrangements for future admission to the school (2019/20); ▪ the school's process for applications and how parents can find out about your school's admission arrangements through your local authority. 																		
4. Links to the most recent Ofsted report, and achievement & attainment performance data																		
5. The school's most recent key stage 2 or key stage 4 results as published by the Secretary of State																		
<table border="1" style="width: 100%;"> <tr> <td>average progress scores in reading, writing and maths</td> <td>Progress 8 score</td> </tr> <tr> <td>average 'scaled scores' in reading and maths</td> <td>Attainment 8 score</td> </tr> <tr> <td>percentage of pupils who achieved the expected standard or above in reading, writing and maths</td> <td>percentage of pupils who got a good pass in English and maths</td> </tr> <tr> <td rowspan="2">percentage of pupils who achieved a high level of attainment in reading, writing and maths</td> <td>percentage of pupils achieving the English Baccalaureate 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)</td> </tr> <tr> <td>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)</td> </tr> </table>	average progress scores in reading, writing and maths	Progress 8 score	average 'scaled scores' in reading and maths	Attainment 8 score	percentage of pupils who achieved the expected standard or above in reading, writing and maths	percentage of pupils who got a good pass in English and maths	percentage of pupils who achieved a high level of attainment in reading, writing and maths	percentage of pupils achieving the English Baccalaureate 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)	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)									
average progress scores in reading, writing and maths	Progress 8 score																	
average 'scaled scores' in reading and maths	Attainment 8 score																	
percentage of pupils who achieved the expected standard or above in reading, writing and maths	percentage of pupils who got a good pass in English and maths																	
percentage of pupils who achieved a high level of attainment in reading, writing and maths	percentage of pupils achieving the English Baccalaureate 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)																	
	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)																	
6. A link to the school's entry on the DfE Compare Schools site																		
7. Details of curriculum provision, content and approach , including: <ul style="list-style-type: none"> ▪ the content of the curriculum your school follows in each academic year for every subject <table border="1" style="width: 100%; margin-top: 5px;"> <tr> <td><i>Maths</i></td> <td><i>ICT / computing</i></td> </tr> <tr> <td><i>English</i></td> <td><i>Modern Foreign Languages</i></td> </tr> <tr> <td><i>Art and Design</i></td> <td><i>Music</i></td> </tr> <tr> <td><i>Business Studies</i></td> <td><i>Physical Education</i></td> </tr> <tr> <td><i>Design and Technology</i></td> <td><i>Religious Education</i></td> </tr> <tr> <td><i>Drama / Performing Arts</i></td> <td><i>Science</i></td> </tr> <tr> <td><i>Geography</i></td> <td><i>History</i></td> </tr> <tr> <td><i>Personal, Social, Health & Citizenship Education (PSHCE)</i></td> <td></td> </tr> </table> ▪ approaches to the teaching of reading, including the names of any phonics or reading schemes you are using in KS1 ▪ a list of the courses available to pupils at KS4 , including GCSEs ▪ how parents or other members of the public can find out more about the curriculum your school is following 	<i>Maths</i>	<i>ICT / computing</i>	<i>English</i>	<i>Modern Foreign Languages</i>	<i>Art and Design</i>	<i>Music</i>	<i>Business Studies</i>	<i>Physical Education</i>	<i>Design and Technology</i>	<i>Religious Education</i>	<i>Drama / Performing Arts</i>	<i>Science</i>	<i>Geography</i>	<i>History</i>	<i>Personal, Social, Health & Citizenship Education (PSHCE)</i>			
<i>Maths</i>	<i>ICT / computing</i>																	
<i>English</i>	<i>Modern Foreign Languages</i>																	
<i>Art and Design</i>	<i>Music</i>																	
<i>Business Studies</i>	<i>Physical Education</i>																	
<i>Design and Technology</i>	<i>Religious Education</i>																	
<i>Drama / Performing Arts</i>	<i>Science</i>																	
<i>Geography</i>	<i>History</i>																	
<i>Personal, Social, Health & Citizenship Education (PSHCE)</i>																		
8. The school's behaviour policy. (This must comply with section 89 of the Education and Inspections Act 2006)																		

<p>9. Details of how your school spends its pupil premium funding and the effect this has had on the attainment of the pupils who attract the funding. It MUST include:</p> <ul style="list-style-type: none"> ▪ The amount of their pupil premium allocation ▪ A summary of the barriers faced by eligible pupils ▪ How the allocation is to be spent directly linked to those barriers ▪ The reasons for the approaches adopted ▪ How impact will be measured ▪ The date of the next review of the strategy ▪ For the previous year how the money was spent and its impact on eligible and other pupils. <p><i>NB The funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents and the general public understand the school year. As allocations will not be known for the latter part 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.</i></p>	
<p>10. You must publish a SEN information report on your school’s policy for pupils with SEN. The report must contain;</p> <ol style="list-style-type: none"> 1. The kinds of special educational needs for which provision is made at the school. 2. Information about the school’s policies for the identification and assessment of pupils with special educational needs. 3. Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including— <ol style="list-style-type: none"> a. how the school evaluates the effectiveness of its provision for such pupils; b. the school’s arrangements for assessing and reviewing the progress of pupils with special educational needs; c. the school’s approach to teaching pupils with special educational needs; d. how the school adapts the curriculum and learning environment for pupils with special educational needs; e. additional support for learning that is available to pupils with special educational needs; f. how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and g. support that is available for improving the emotional, mental and social development of pupils with special educational needs. 4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator. 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured. 6. Information about how equipment and facilities to support children and young people with special educational needs will be secured. 7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child. 8. The arrangements for consulting young people with special educational needs about, and involving them in, their education. 9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school. 10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils 11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32. 12. The school’s arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living. 13. Information on where the local authority’s local offer is published. <p>(The report must comply with; section 69(2) of the Children and Families Act 2014 and regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014)</p>	

<p>11. The school's latest Child Protection Policy showing</p> <ul style="list-style-type: none"> ■ It applies to this academic year and the date when it will be reviewed/was created ■ who the policy applies to eg. staff, volunteers and governors ■ names the designated person and safeguarding governor ■ website safeguarding policy is up to date and refers to KCSIE 2016 ■ records email/ phone no. for LADO ■ explains the management of disclosures and thresholds for referrals ■ refers to LSCB guidance and procedures ■ E-safety policy and online safety, use of monitoring/filters ■ outlines the signs and symptoms of abuse ■ defines CSE, FGM and radicalisation ■ children missing education policy and procedures ■ peer to peer abuse procedures to minimise abuse, triggers, allegations investigated, dealt with, victim support, including boys initiation/hazing type violence, girls sexual assault ■ notes additional barriers exist for pupils with SEN including communication, in disclosing ■ procedures for restraint/physical intervention ■ brief statement about policy on whistleblowing (ie NSPCC helpline) ■ commitment to Safer Recruitment (reference to safe recruitment policy including dismissal or removal of staff due to safeguarding concerns) ■ explains where staff code of conduct is found and its use during induction and each year ■ explains how sexting is handled and approaches to controlling this ■ records training requirements 2 years for DPs, all staff basic training at induction and annual updates states how prevent training is used staff and pupils ■ explains how allegations about staff will be handled ■ how cameras and mobile phones will or won't be used especially in EYFS departments ■ reference to all associated policies and procedures which promote children's safety and welfare eg with regards to: health and safety, anti-bullying, protection of children online, and photography ■ guidance on confidentiality and information sharing, legislation compliant, and which clearly states that the protection of the child is the most important consideration 	
<p>12. Details of the school's complaints procedure.</p>	
<p>13. Academies and free schools must publish by 4 April 2018, information on their website, about their use of the primary school PE and Sport Grant allocation</p> <p>Schools must publish:</p> <ul style="list-style-type: none"> ■ <i>the amount of premium received</i> ■ <i>a full breakdown of how it has been spent (or will be spent)</i> ■ <i>what impact the school has seen on pupils' PE and sport participation and attainment</i> ■ <i>how the improvements will be sustainable in the future</i> ■ <i>how many pupils within their year 6 cohort can do each of the following:</i> <ul style="list-style-type: none"> ■ <i>swim competently, confidently and proficiently over a distance of at least 25 metres</i> ■ <i>use a range of strokes effectively</i> ■ <i>perform safe self-rescue in different water-based situations</i> <p>Elsewhere under curriculum schools are required to publish details of their broader PE curriculum, so that parents can compare sports provision between schools, both within and beyond the school day</p>	
<p>14. Year 7 literacy and numeracy catch-up premium. If your school receives this funding, you must publish details of how your school spends this funding and the effect this has had on the attainment of the pupils who attract it.</p> <ul style="list-style-type: none"> ■ your year 7 literacy and numeracy catch-up premium allocation for the current academic year ■ details of how you intend to spend your allocation ■ details of how you spent your previous academic year's allocation ■ how it made a difference to the attainment of the pupils who attract the funding 	

15. The school's charging and remissions policies, including details of all the circumstances under which the school will make charges, and the levels of such charges for school activities and school visits	
16. A statement about the school's vision – its aims and values	
<p>17. Information about each governor and any associate members</p> <ul style="list-style-type: none"> ▪ <i>their name</i> ▪ <i>their category of governor</i> ▪ <i>which body appoints them</i> ▪ <i>their term of office</i> ▪ <i>the names of any committees the governor serves on</i> ▪ <i>details of any positions of responsibility, such as chair or vice-chair of the governing body or a committee of the governing body.</i> <p>Academies must provide up-to-date details of its governance arrangements in a readily accessible format. This must include:</p> <ul style="list-style-type: none"> ▪ <i>the structure and remit of the members, board of trustees, its committees and local governing bodies, and the full names of the chair of each (where applicable)</i> ▪ <i>for each member who has served at any point over the past 12 months, their full names, date of appointment, date they stepped down (where applicable), and relevant business and pecuniary & financial interests including governance roles in other educational institutions</i> ▪ <i>for each trustee and local governor who has served at any point over the past 12 months, their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in accordance with the trust's articles), and relevant business and pecuniary interests including governance roles in other educational institutions</i> ▪ <i>for each trustee their attendance records at board and committee meetings over the last academic year for each local governor their attendance records at local governing body meetings over the last academic year.</i> 	
<p>18. Register of governors' interests</p> <ul style="list-style-type: none"> ▪ <i>should set out the relevant business interests of governors and details of any other educational establishments they govern</i> ▪ <i>should also set out any relationships between governors and members of the school staff including spouses, partners and relatives</i> 	
The following are statutory requirements, with a recommendation that they be published on the school website.	
19. The published information that demonstrates the school's compliance with the Public Sector Equality Duty, and the equality objectives that have been set.	
<p>20. The responsible body of a school in England and Wales must publish an accessibility plan in writing for;</p> <ul style="list-style-type: none"> ▪ <i>increasing the extent to which disabled pupils can participate in the school's curriculum,</i> ▪ <i>improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and</i> ▪ <i>improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled</i> 	

Requests for paper copies: If a parent requests a paper copy of the information on your school's website, you must provide this free of charge.

Other 'Desirable' contents:		
<i>Name of whoever is actually most likely to answer the phone</i>	<i>A link to your VLE, with instructions on how to get a parent's password</i>	<i>Governors' page; information about the role of the governing body, how to become a governor, forthcoming meeting dates and non-confidential minutes</i>
<i>Names of staff, including teachers, teaching assistants, midday supervisors, caretaker, with responsibilities (Head of Y6, SENCO, Science Coordinator)</i>	<i>Icons for awards that the school has gained</i>	<i>Information about the PTA or Parents Forum</i>
<i>E-map links & directions, especially if parking or access is complicated.</i>	<i>Uniform list, with contact details for local suppliers (& downloadable order form)</i>	<i>Gallery of children's work</i>
<i>Link to Parent View</i>	<i>Downloadable permission slips for school trips/activities (not legally necessary)</i>	<i>Links to Local Authority Schools website and Gov.UK education pages</i>
<i>Events calendar (e.g. sporting fixtures, concerts, Book Day, non-uniform day)</i>	<i>A homework timetable, with handing in dates. Spelling lists.</i>	<i>This week's lunch menu</i>
<i>Term dates for the next two years</i>	<i>After school clubs, and extra-curricular activities</i>	<i>Snow and bad weather policy, with a link to the local radio station Snow Line</i>
<i>Times of school day, lessons, and assemblies</i>	<i>A feedback page, explaining how parents' questions and suggestions have been acted on</i>	<i>Short videos on how to help your child with their reading, or showing how you teach multiplication</i>
<i>FAQ page and / or Ask Us page</i>	<i>Links to your feeder schools' websites, and advice from ex-pupils about transition</i>	<i>House point counter</i>