Website check list from September 2016

REQUIRED BY LAW Tick the relevant box.

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| School Details**Not In****Place****Partially in place****In****Place** |
| School Name |  |  |  |
| Postal Address |  |  |  |
| Telephone Number (s) |  |  |  |
| The **name** of the member of staff who deals with queries from parents and other members of the public. |  |  |  |

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| Admission Arrangements**Not In****Place****Partially in place****In****Place**You must include one of the following  |
| **Publish your school’s admission arrangements, explaining what your considerations are for applications for every age group, including:**Arrangements you have in place for selecting the pupils who apply.Your oversubscription criteria (how you offer places if there are more applicants than places).An explanation of the process parents need to follow if they want to apply for their child to attend your school |  |  |  |
| Publish details of how parents can find out about your school’s admission arrangements as published by Kent County Council (LA schools) |  |  |  |

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| The School’s Ofsted Reports (Sect 5, Sect 8)**Not In****Place****Partially in place****In****Place** |
| **You must do one of the following:**Publish a copy of your school’s most recent Ofsted report |  |  |  |
| Publish a link to the webpage where those who wish can find your most recent Ofsted report (They will also find your previous reports on this webpage) |  |  |  |

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| Exam and Assessment Results |
| **The most recent Key Stage 2 (KS2) results as published by the Secretary of State in the** **School Performance Table****Not In****Place****Partially in place****In****Place** |
| The percentage of pupils who are achieving the expected standard in reading, writing and maths |  |  |  |
| Average progress in reading |  |  |  |
| Average progress in writing |  |  |  |
|  Average progress in mathematics |  |  |  |
|   The percentage of pupils achieving a higher level of attainment in reading, writing and mathematics |  |  |  |
|  The average scaled scores in reading |  |  |  |
|  The average scaled scores in mathematics |  |  |  |

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| Performance Tables**Not In****Place****Partially in place****In****Place** |
| You must include a link to the Department of Education [school and college performance tables service](https://www.gov.uk/school-performance-tables). |  |  |  |

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| Information on the Curriculum |
| The content of the curriculum your school follows in each academic year for every subject |  |  |  |
| The name(s) of any phonics schemes you use in Key Stage 1 (KS1) |  |  |  |
| How parents or other people who wish to do so can find out more about the curriculum your school follows. |  |  |  |

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| Your School’s Behaviour Policy**Not In****Place****Partially in place****In****Place** |
| You should publish details of your school’s behaviour policy. (*Your policy must comply with* ***comply with*** [Section 89 of the Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/89)*. Advice on your school’s behaviour policy is available from KCC along with all other policies). Read* [advice on developing and publishing your school’s behaviour policy](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools) |  |  |  |

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| School Complaints Procedure**Not In****Place****Partially in place****In****Place** |
| You must publish details of your school’s complaints procedure, which must comply with [Section 29 of the Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/29)Read guidance on developing your school’s complaints procedure |  |  |  |

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| Pupil Premium |
| **You must publish details of how your school spends its** [pupil premium](https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings) **funding and the effect this has had on the attainment of the pupils who attract the funding.**Statement - “Pupil Premium Grant” means the sum of money allocated to the local authority for the school under section 14 of the Education Act 2002(a) and which is subject to a condition that that money is for allocation to schools by KCC.**Not In****Place****Partially in place****In****Place**(The Teaching Council has [templates](http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews/) to help you present your Pupil Premium Strategy) |
|  Your school’s pupil premium grant allocation amount **(for current academic year)** |  |  |  |
|  A summary of the main barriers to educational achievement faced by eligible pupils of the school |  |  |  |
| How you will spend your pupil premium allocation to address those barriers and the reasons for that approach |  |  |  |
|  How you will measure the impact of the pupil premium |  |  |  |
|  The date of the next review of the school’s pupil premium strategy. |  |  |  |
| For **the previous academic year**, how you spent the pupil premium allocation |  |  |  |
| The impact of expenditure on eligible and other pupils. |  |  |  |
| The funding is allocated for each **financial year**. However, the information you publish online should refer to the **academic 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.** |

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| PE and Sports Premium **Not In****Place****Partially in place****In****Place** |
| If your school receives PE and sports premium funding, you must publish:[PE (physical education) and sport premium funding](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools#payment-dates). |
| How much money you received. |  |  |  |
| The full breakdown of how you have spent the funding or will spend the funding. |  |  |  |
| The effect of the premium on pupil’s PE and sports participation and attainment. |  |  |  |
| How you will make sure that these improvements are sustainable. |  |  |  |

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| Special Educational Needs (SEN) and Disabilities**Not In****Place****Partially in place****In****Place** |
| The report must comply with: |
| The school admission arrangements for pupils with special needs and disabilities |  |  |  |
| The steps you have taken to prevent pupils with special needs and disabilities from being treated less favorably than other pupils. |  |  |  |
| Access arrangements for pupils with special needs and disabilities. |  |  |  |
| The access plan your governors have written in compliance with [paragraph 3 of schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10). |  |  |  |
| The report must comply with:* [section 69(2) of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/section/69)
* [regulation 51](http://www.legislation.gov.uk/uksi/2014/1530/regulation/51/made) and [schedule 1](http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made) of the Special Educational Needs and Disability Regulations 2014

You can find details of what to include in [schedule 1 of the Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/schedule/1/made), and [section 6 of the Special educational needs and disability code of practice: 0 to 25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25). |

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| Governors’ Information and Duties |
| You must publish information about your school’s governors, including details on each of each governor(KCC governor services have provided the following more detailed additional information:**Not In****Place****Partially in place****In****Place** |
| The structure and remit of the governing body and any committees. |  |  |  |
| *For governors and associate members who have served at any pint in the last 12 months:*Their full name |  |  |  |
| Date of appointment |  |  |  |
| Term of office |  |  |  |
| Date they stepped down (if applicable) |  |  |  |
| Who appointed them (in accordance with the instrument of governance) |  |  |  |
| Relevant business and pecuniary interests (as recorded in the register of interest) |  |  |  |
| Any material interests arising from relationships between governors, or relationships between governors and school staff (including spouses, partners and close relatives |  |  |  |
| Their attendance record as governing body and committee meetings, over the last academic year. |  |  |  |
| For associate members – their voting rights (if any) on committees to which they have been appointed. |  |  |  |

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| Charging and Remissions Policies |
| You must publish your school’s charging and remissions policies. The policies must include details of:**Not In****Place****Partially in place****In****Place** |
| The activities or cases for which 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. |  |  |  |

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| Values and Ethos**Not In****Place****Partially in place****In****Place** |
| Your website should include a statement of your school’s ethos and values. |  |  |  |

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| Request for copies**Not In****Place****Partially in place****In****Place** |
| If a parent requests a paper copy of the information on your school’s website, you must provide this free of charge. |  |  |  |

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| Safeguarding Arrangements (reminder) **Not In****Place****Partially in place****In****Place** |
| This must be accessible to parents either through a formal statement or through your policies which you publish on your website. |  |  |  |

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| Other information it is good to have**Not In****Place****Partially in place****In****Place** |
| Online registration and admissions forms. |  |  |  |
| A map showing location and directions to your school – use hyperlink. |  |  |  |
| School diary and weekly events – include parent and pupil events |  |  |  |
| Social Media links – allow visitors to share via social media as well as follow your social media. |  |  |  |
| A link to your VLE (if you have one) with instructions. |  |  |  |
| Videos and pictures (which you up-date) – these are great way to let visitors to your website see your school. |  |  |  |
| List of after school clubs and activities and when they take place. |  |  |  |
| E-commerce – allows parents to pay for everything from admissions, trips to uniforms online. |  |  |  |
| Your Headteacher blog |  |  |  |
| The school newsletter(s) – does this include a pupils’ and governors’ section? |  |  |  |
| Feedback form |  |  |  |
| Question and answer page |  |  |  |
| Translation options for parents and international visitors to your website whose first language is not English. |  |  |  |

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| Preparing for Ofsted – why do you need this information apart from being required by law? |

The following extract from the Ofsted School Inspection Handbook shows what information the lead inspector will analyse to develop an initial picture of the school’s performance when preparing for an inspection.

"information on the school’s website, including its statement on the use of:

\* the pupil premium strategy (including rationale and evaluation) in primary schools

\* the PE and sport premium,

\* the statutory sharing with parents of curriculum information (so the lead inspector can start to assess the breadth and balance of the school’s curriculum and whether it is likely to:

\* promote preparation for and an appreciation of life in modern Britain,

\* the special educational needs (SEN) information report,

\* the presence and suitability of the safeguarding guidance, taking into account current government requirements,

\* information about the promotion of equality of opportunity and other information for parents"

[School Inspection Handbook](https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015) (Updated August 2016)