

Maintained School websites – what you need to publish 2018/2019

Not Published

To be updated

Published /
compliant

School contact details - school name, address and telephone number, the name of the member of staff who deals with queries from parents and other members of the public and the name and contact details of your special educational needs (SEN) co-ordinator (SENCO) if you're a mainstream school

✓

A statement of the school's **ethos and values**

✓

Admission arrangements

Foundation schools and voluntary-aided schools – where the GB decides your admissions:

- school's admission arrangements each year
- keep them up for the whole school year
- how you'll consider applications for every age group
- what parents should do if they want to apply for their child to attend
- arrangements for selecting the pupils who apply (if you are selective)
- over-subscription criteria

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Community schools and voluntary-controlled schools

If the local authority decides your admissions, write that parents should contact the local authority to find out about your admission arrangements.

Ofsted and Performance tables

- Most recent [Ofsted report](#) or link to the report on the Ofsted website
- Link to the [school and college performance tables service](#)

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Exam/assessment results – Key stage 2 (end of primary school) most recent results:

- average progress scores in reading, writing and maths
- average 'scaled scores' in reading and maths
- Percentage of pupils who achieved expected standard or above – reading/ writing/maths
- Percentage of pupils who achieved a high level of attainment – reading/writing/maths

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<p>Exam/assessment results – Key stage 4 (end of secondary school) most recent results:</p> <ul style="list-style-type: none"> ▪ progress 8 score ▪ attainment 8 score ▪ 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 ▪ percentage of pupils achieving the English Baccalaureate (EBacc) combination of subjects (during the transition to the new GCSE grading scale the EBacc is based on pass level on grade 5 or above for reformed subjects and grade C and above for unreformed subjects) ▪ 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) 	NA	NA	NA
<p>Exam and assessment results – Key stage 5 (16 to 18) information (where applicable)</p> <ul style="list-style-type: none"> ▪ progress your students have made compared with students across the country, shown separately for A levels, academic, applied general and tech level qualifications ▪ average grade that your students get at key stage 5, shown separately for A levels, academic, applied general and tech level qualifications ▪ progress your students have made in English and maths ▪ retention (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 (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) 	NA	NA	NA
<p>Curriculum</p> <ul style="list-style-type: none"> ▪ content of your school curriculum in each academic year for every subject ▪ names of any phonics or reading schemes you’re using in key stage 1 ▪ a list of the courses available to pupils at key stage 4, including GCSEs ▪ how parents/the public can find out more about the curriculum your school is following 			<p>✓</p> <p>✓</p> <p>✓</p>
<p>Policies on:</p> <ul style="list-style-type: none"> ▪ Behaviour – The policy must comply with Section 89 of the Education and Inspections Act 2006. ▪ Charging and remissions policy including activities or cases which you charge pupils parents for and circumstances where you would make an exception on a payment ▪ Complaints procedure: <ul style="list-style-type: none"> - You must publish details of your school’s complaints procedure, which must comply with Section 29 of the Education Act 2002. - You must also publish any arrangements for handling complaints from parents of children with special educational needs (SEN) about the support the school provides. 			<p>✓</p> <p>✓</p> <p>✓</p>
<p>Pupil premium</p> <p>You must publish a strategy for the school’s use of the pupil premium. You no longer have to publish a ‘pupil premium statement’. For the current academic year, you must include:</p> <ul style="list-style-type: none"> ▪ your school’s pupil premium grant allocation amount ▪ summary of main barriers to educational achievement faced by eligible pupils ▪ how you’ll spend the pupil premium to overcome those barriers and reasons for approach ▪ how you’ll measure the effect of the pupil premium ▪ the date of the next review of the school’s pupil premium strategy <p>For the previous academic year, you must include:</p> <ul style="list-style-type: none"> ▪ how you spent the pupil premium allocation ▪ the effect of the expenditure on eligible and other pupils <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.</p>		<p>✓</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

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.			
PE and sport premium for primary schools – If your school receives PE and sport premium funding , you must publish: <ul style="list-style-type: none"> ▪ how much funding you received ▪ full breakdown of how you've spent the funding or will spend the funding ▪ the effect of the premium on pupils' PE and sport participation and attainment ▪ how you'll make sure these improvements are sustainable 			✓ ✓ ✓ ✓
Year 7 literacy and numeracy catch-up premium - If your school has received catch-up premium funding , you must publish: <ul style="list-style-type: none"> ▪ your funding allocation for the current academic year ▪ details of how you intend to spend your allocation ▪ details of how you spent your previous year's allocation ▪ how last year's allocation made a difference to the attainment of the pupils who benefit from the funding 	NA	NA	NA
Special educational needs (SEN) and disability information You must publish an SEN information report on your school's policy for pupils with SEN and should update it annually. You should update any changes occurring during the year as soon as possible. The report must comply with: <ul style="list-style-type: none"> ▪ section 69 of the Children and Families Act 2014, which includes: <ul style="list-style-type: none"> - the arrangements for the admission of disabled pupils - the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils - the facilities you provide to help disabled pupils to access the school - the accessibility plan you have prepared in compliance with paragraph 3 of schedule 10 to the Equality Act 2010. ▪ regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 <p>You can find details of what you must include in schedule 1 of the Special Educational Needs and Disability Regulations 2014, and section 6 of the 'Special educational needs and disability code of practice: 0 to 25 years'.</p>			✓ ✓ ✓ ✓ ✓
Equality objectives 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: <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>			✓ ✓
Governors' information and duties You must publish: <ul style="list-style-type: none"> ▪ details of the structure and responsibilities of the governing body and its committees ▪ information about each governor's: <ul style="list-style-type: none"> - business interests - financial interests - governance roles in other schools <p>Read more advice on publishing information about your school's governors.</p>			✓ ✓ ✓ ✓