

THE SCHOOL WEBSITE REQUIREMENTS GUIDE 2020/21 MAJOR UPDATE NOVEMBER 2020



REQUIREMENTS CHANGED IN NOVEMBER 2020

This is a year like no other. While routine inspections are paused until at least January 2021, getting on top of your school website compliance should still be on your agenda.

This definitive guide and checklist is trusted by 5000+ school website managers.

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ALL NEW FOR 2020/21

WHAT HAS CHANGED?

“Inspectors instinctively ask lots of questions; if you can close the questions down via your website you WILL be ahead of the game”



The school website checklist has seen major changes as of 12th November 2020. Nevermore so than today have the demands on school websites been so great. Do not fall into the trap of thinking that you can upload a policy on to your website and that is your job complete. Inspectors are looking for much, much more than boxes checked. More than ever.

“Your website is the best opportunity you have to start an inspection positively, paint a rich and accurate picture of life in school and draw in all your school audiences. No other platform provides such rich options to inform and engage.”

Throughout this guide, we will explore the most important actions you need to take to make your website compliant. Plus, you'll find a full, current and comprehensive checklist to audit your website alongside best practice advice and examples of schools that are excelling at compliance.



WHAT ARE THE LATEST SCHOOL WEBSITE REQUIREMENTS?

Last updated: November 2020.



We normally see at least 2 annual rounds of changes to the current requirements for school websites. They're usually released at the beginning of September but can crop up at any time.

There has been a major release on 12th November 2020 including updated sections across the board and new sections added for Coronavirus (COVID-19) Catch-Up Premium. Also, the Executive Pay requirement for Academies, Free Schools and Trusts has made it's way on to the list.

As you work your way through this guide there's a few things to consider.

- * Note the way we deal with 'must' and 'should' requirements, if a requirement says should or must we're recommending you add the content to your website. All the 'should' requirements are included in the guide.
- * Our checklist explains what content to display on your website and offers suggestions on how to implement them to ensure you meet and exceed the current requirements.
- * If you're ready to learn everything about school website compliance and become your school's in-house compliance expert, enrol in [The School Website Compliance Course for 2020/21](#).
- * The checklist has been designed to be simple to follow and allowing for a consistent approach as you audit your own website. Mark off a requirement status however you want, and assign an individual to be in charge of resolving a section of requirements. (As an aside, our School Website Compliance Software is a cost-effective, powerful way to attain and maintain 100% compliance and is best used alongside this Guide)
- * If you are struggling for time, ask one of our experts to carry out a [Pro School Website Audit](#) for you and we'll provide a fully actionable report on your website and support you in making your site compliant as quickly as possible.



5 THINGS TO REMEMBER WHEN AUDITING YOUR WEBSITE IN 2020/21

Our in-house experts have access to DfE contacts, Multi Academy Trust Directors and hundreds of schools using the compliance software. The hard truth? Inspectors are looking for *much* more than just a completed checklist.

So, before we get to the detailed checklist that outlines and explains all the required content for your school or college website here's our top 5 tips to take your website beyond the statutory requirements.

TIP #1

Avoid this single biggest mistake ...

Ofsted inspectors REALLY don't like the approach of "I have a curriculum statement on my website ... tick!"

They are looking for detail about your curriculum and evidence of how you are implementing that ON YOUR WEBSITE.

If you don't do this it actively ticks inspectors off. For example, if you say you promote outdoor learning, demonstrate how on your website. If you say you engage with the community, point to your charity page or your community links. Everything you say you do, evidence it on your website.



TIP #2

Make statutory content easy to find

Have you ever browsed a website and struggled to find what you're looking for? Of course you have! Frustrating isn't it?

One inspector told us that if he cannot find what he is looking for in 10 minutes he will give up. Think about how long 10 minutes is to spend looking around a website for a specific item. That's a LONG time!

You must know where your content is and you must make sure it is structured in a way that makes everything very easy to find.

Read our [Definitive guide to School Website Structure](#).



TIP #3

Share your achievements

One of the most significant changes over the past couple of years has been the inspectors' mantra to establish a 'rich picture of life in school' BEFORE they arrive for an inspection.

Many schools struggle to know how to celebrate all the amazing things that happen in school day to day.

The good news is you have the hardest part covered - the content! You have amazing things that happen in your school every day. The secret is to learn how to share that with your wider school community through your website consistently.

Read our post about [What your audience is looking for when they visit your school website](#) for more information.



TIP #4

Work systematically and set reminders

All too often, we see examples of school websites that have out of date content and a variety of statutory content added in all manner of formats.

It is so important it is to figure out a process and a schedule for checking your website. What's more, if you set reminders when you need to update specific policies and content, you will be able to rest assured that all is in hand.

You will find things so much easier if you do. If you don't know where to start, consider [The School Website Compliance Software](#) that is available as a standalone package or as part of any school website from Schudio.



TIP #5

Make sure you stay current all year round

Changes to the statutory requirements can crop up at any time of year. Furthermore, it's not unheard-of these days for a requirement to be added but not appear on the list of 'what schools must publish online'; take safeguarding for example.

It's really important to have a plan in place to ensure you stay fully aware of the latest requirements all year round. Using this guide is the best place to start.

Our experts stay current all year round and provide ongoing support and advice for those who are using our compliance software or [online training](#) resources.



PRESENTING POLICIES & DOCUMENTS













Displaying policies and documents on your school website may not be the most exciting content to display, but it's really important to get it right consistently. Statutory content doesn't generally need to be updated as frequently as other areas on your website, such as news or your blog. But, it does have to stand the test of time. Visitors will be looking at the same policy page until your website gets re-designed (probably about 3 years) so making sure this page looks and functions correctly is important.

An important note – make sure you include any relevant legislation in the introduction to each of your policies where you are instructed to reference it. You'd be amazed how often this is missing!

Displaying Policies

Group your policies into categories and display them on your page, rather than one long list of documents for a visitor to scan through. Add some sort of styling to the page, even something as simple as an icon next to the file-name will break up the content and make it easier to use.

Also, think about the functionality you offer visitors. It's quite nice to include specific links for downloading and printing policies, and if you can include an in-page preview of the document that's a brilliant approach. This has the benefit of not taking your visitors away from the page, rather offering readily accessible content directly within the page (Ofsted says this is compulsory with some content).

Teaching & Learning Policies			
Whole School Reading Policy June 2014	 	Updated: 18/01/2016	(190 KB)
Whole School Writing Policy June 2014	 	Updated: 18/01/2016	(202 KB)
Homework Policy	 	Updated: 18/01/2016	(25 KB)
SEN Policy	 	Updated: 24/02/2016	(22 KB)
SEN Information Report 2015	 	Updated: 24/02/2016	(32 KB)

Policies displayed with Schudio School Website Software Document Groups Module

The Schudio Solution

We offer a whole unique and powerful module for managing documents called Document Groups. Upload a file, provide details of the name and add it to the page. Create as many groups of documents as you need, drop them anywhere on your website. You can even drop them in multiple locations and when you update, for example your SEN policy, it will update in every location on your website.

For Multi-Academy Trusts, this can be used across all websites, no matter who your provider is for each school so that you can effectively manage your policy content from one place for all your websites.

This solution is available to any users of [The School Website Compliance Software](#) or any Schudio [School Website Design Package](#).



SCHOOL WEBSITE CHECKLIST 2020/21

Last updated November 2020



ABOUT THIS GUIDE

This checklist for Schools and Colleges details all content to be included on your website as indicated by the Department for Education. This checklist is best used in conjunction with The School Website Compliance Software.

THE SCHOOL WEBSITE CHECKLIST

Ofsted school website requirements change often. This Checklist is always up to date.

The sections below contain all the latest requirements so you'll have everything that is expected of your school website fully covered before Ofsted arrive. If you need any help or advice, let us know!

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Section 1 - SCHOOL CONTACT DETAILS

Your school or college website should include the following contact details:

Requirements		Status			
		✓	✗	INITIALS	N/A
1.1	Name of your school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
1.2	Postal Address of your school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
1.3	Telephone number of your school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
1.4	Name of the member of staff who deals with queries from parents and other members of the public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
1.5	Name of the headteacher or principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
1.6	Name and address of the chair of the governing body (if you have one)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
1.7	Name and details of your SEN co-ordinator (SENCO) if you're a mainstream school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Academies or Free School, should also publish details about the owner					
1.8	If the school's owner is an individual, you should publish the proprietor's full name and contact details (address and a telephone number)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
1.9	If school's owner is a body of persons, you should publish the address and telephone number of its office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

NEW: Schools that do not have a website

You must still publish all of the information which is set out on this webpage online even if you do not maintain your own website. You can use an alternative website to host the information as long as you make the address and details of the website known to parents, for example, by providing parents with the URL (website address) and any other relevant details.



SCHUDIO TIPS

We recommend your address is visible on every page - usually in the footer of your website. As an aside, the address of your Chair of Governors can be c/o your school. Also make sure the "name of a member of staff" is also added to your contact page.

Requirements

Status



Section 2 - **ADMISSION ARRANGEMENTS (continued)**

Requirements		Status			
		✓	✗	INITIALS	N/A
Academies & Free Schools					
2.6	Admissions arrangements of all mainstream academies and free schools must comply with the 'School admissions code' and the 'School admissions appeals code'.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
2.7	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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
16 to 19 Academies & Colleges					
2.8	If you're a 16 to 19 academy, FE college or sixth-form college, we recommend that you publish details of your admission arrangements. You should publish this information a year before the beginning of the academic year to which arrangements apply, to help parents and students make an informed choice, and we recommend that the arrangements do not change during the year. You should include details of:				
2.8.1	Open days your college or academy is planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
2.8.2	The process for applying for a place at your college or academy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
2.8.3	Whether your college or academy gives priority to applications from pupils enrolled at particular schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

NOTE

The School admissions code and the School admissions appeal code do not apply to 16 to 19 academies, FE colleges and sixth-form colleges.



SCHUDIO TIPS

Section 3 - OFSTED REPORT

Schools and colleges should do one of the following:

Requirements		Status			
		✓	✗	INITIALS	N/A
3.1	Publish a copy of your school's or college's most recent Ofsted report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
3.2	Publish a link to the web-page where users can find your school's most recent Ofsted report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>



SCHUDIO TIPS

The Ofsted reports requirement advises that one of the requirements must be met. However we recommend you provide information for both requirements. Providing a page for your Ofsted requirements report on your website gives you the chance to comment on the report. Eg. How pleased you are, or what is being done after the recent inspection.

Section 4 - **EXAM & ASSESSMENT RESULTS**

NEW

Schools are not required to publish their exam and assessment results from the 2019 to 2020 academic year as these have not been published as performance measures by the Secretary of State. You must, however, continue to display your 2018 to 2019 performance measures until new performance measures are published. You should clearly mark that these performance measures are not current. There's further information on [school and FE accountability expectations for the 2019 to 2020 academic year](#).



SCHUDIO TIPS

Section 4 - EXAM & ASSESSMENT RESULTS

(1/3)

KS2 (end of primary school) results

You must publish the following details from your school's most recent key stage 2 performance measures as published by the Secretary of State (for most schools, the performance measures published for the 2018 to 2019 academic year):

Requirements for Key Stage 2 (KS2)		Status			
		<input checked="" type="checkbox"/>	<input type="checkbox"/>	INITIALS	N/A
Performance tables published in December					
4.1	You must publish the following details from your school's most recent key stage 2 results:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.1	progress scores in reading, writing and maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.2	percentage of pupils who achieved at least the expected standard in reading, writing and maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.3	percentage of pupils who achieved at a higher standard in reading, writing and maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.4	average 'scaled scores' in reading and maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE

If you're an academy, you **should** publish the details on your school's most recent key stage 2 performance measures as published by the Secretary of State (for most schools, the performance measures published for the 2018 to 2019 academic year).



SCHUDIO TIPS

Provide your own comments alongside your most recent assessment results on your website. This is your opportunity to explain the data your results show. Make sure you use the language of the requirements in your documents.

Bring this content to life by including or linking to news stories on your site talking about the success of your students. You might want to link to your results day news stories or similar.

Section 4 - EXAM & ASSESSMENT RESULTS

(2/3)

KS4 (end of secondary school) results

You must publish the following details from your school's most recent key stage 4 performance measures as published by the Secretary of State (for most schools, the performance measures published for the 2018 to 2019 academic year):

Requirements for Key Stage 4 (KS4)	Status
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.2 You must publish the following details from your school's most recent key stage 4 results:	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.2.1 Your school's progress 8 score	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.2.2 Your school's attainment 8 score	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.2.3 attainment in English and maths - percentage of pupils achieving a grade 5 or above in GCSE English and maths	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.2.4 English Baccalaureate (EBacc) average point score (APS) - in 2018, the EBacc attainment measure changed to an average point score, showing pupils' point scores across the 5 pillars of the EBacc	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Academies and Free Schools should publish:	
4.2.5 Pupil destinations - percentage of students staying in education or employment after key stage 4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

We suggest that schools also publish percentage of pupils that enter the [English Baccalaureate](#) (EBacc) staying in education or going into employment after key stage 4 (pupil destinations).



SCHUDIO TIPS

Provide your own comments alongside your most recent assessment results on your website. This is your opportunity to explain the data your results show. Make sure you use the language of the requirements in your documents.

Bring this content to life by including or linking to news stories on your site talking about the success of your students. You might want to link to your results day news stories or similar.

Section 4 - EXAM & ASSESSMENT RESULTS

(3/3)

KS5

If your school operates a sixth form, you must publish the following details from your school's [16 to 18 performance tables page](#) most recent key stage 5 (16 to 18) performance measures [16 to 18 accountability headline measures guidance](#) as published by the Secretary of State (for most schools, the performance measures published for the 2018 to 2019 academic year):

Requirements for Key Stage 5 (KS5)		Status			
		✓	✗	INITIALS	N/A
4.3	You should publish the following details from your school's most recent key stage 5 results:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3.1	The progress your students have made compared with students across the country. (Shown separately for A levels, academic, applied general and tech level qualifications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3.2	The average grade that students in your college get at KS5. (Shown separately for A levels, academic, applied general and tech level qualifications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3.3	The progress students in your college have made in English and maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3.4	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 A levels, academic, applied general and tech level qualifications)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3.5	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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE: For Academies, Free Schools & Trusts this requirement is labelled as *should*, not *must*.





SCHUDIO TIPS

Provide your own comments alongside your most recent assessment results on your website. This is your opportunity to explain the data your results show. Make sure you use the language of the requirements in your documents.

Bring this content to life by including or linking to news stories on your site talking about the success of your students. You might want to link to your results day news stories or similar.

Section 5 - **PERFORMANCE TABLES**

This requirement ensures a link to the [school performance tables website](#) is present.

Requirements	Status
<div data-bbox="181 548 263 584">5.1</div> <div data-bbox="277 548 1054 607">You must include a link to the school and college performance tables and your school's performance tables page.</div>	<div data-bbox="1133 488 1412 524">   <div data-bbox="1260 488 1340 524">INITIALS</div> <div data-bbox="1356 488 1412 524">N/A</div> </div> <div data-bbox="1133 548 1412 600"> <input data-bbox="1133 548 1181 600" type="checkbox"/> <input data-bbox="1197 548 1244 600" type="checkbox"/> <input data-bbox="1260 548 1340 600" type="text"/> <input data-bbox="1356 548 1412 600" type="text"/> </div>



SCHUDIO TIPS

Link to your own school page on the performance tables website, not just the main website. This could be included from your results page, your Ofsted page, or straight from a menu item.
Make sure to follow best practice when linking to external websites and have the site open in a new window/tab.

Section 6 - CURRICULUM

This requirement is about presenting information around the curriculum being taught at your school on your website. Some requirements are education phase specific.

Requirements		Status			
		✓	✗	INITIALS	N/A
6.1	The content of the curriculum your school follows in each academic year for every subject, including for mandatory subjects such as Religious Education even if it's taught as part of another subject or subjects or is called something else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
6.2	How parents or other member of the public can find out more about the curriculum your school is following	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
Phase of education specific requirements:					
6.3	The names of any phonics or reading schemes you are using in Key Stage 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
6.4	A list of the course available to pupils at key stage 4, including GCSEs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
6.5	The 16 to 19 qualifications you offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
6.6	How you meet the 16 to 19 study programme requirements (if you have a sixth-form or offer education at 16 to 19)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
Additional Academy and Free School specific requirements:					
6.7	Your approach to the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>

NOTE for all schools: Your approach to the curriculum should also include how you are complying with your duties in the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) about making the curriculum accessible for those with disabilities or special educational needs.



SCHUDIO TIPS

Make sure you cover all the requirements appropriate for the education phases taught at your school. Consider backing up your curriculum information up with regular blog posts demonstrating work.



Section 7 - BEHAVIOUR POLICY

Additional information is available in the government guidance for school leaders and staff on [developing and publishing your school's behaviour policy](#).

Requirements		Status			
				INITIALS	N/A
<hr/>					
Maintained Schools					
7.1	<p>Publish details of your school's behaviour policy.</p> <p>This must comply with section 89 of the Education and Inspections Act 2006.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
<hr/>					
Academies and Free Schools					
7.2	<p>If you are an academy or free school, you should publish details of your school's behaviour policy, including its anti-bullying strategy.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>



SCHUDIO TIPS

Consider grouping your policy documents together, including your behaviour policy, for easier navigation through them for your website visitors.

If your behaviour policy adheres to the section within the act include that somewhere in your policy document, ideally on a title page.

Section 8 - PUPIL PREMIUM

You must publish a strategy for the school's use of the [pupil premium](#). DfE has published templates to help schools present their [pupil premium strategy statements](#). For Academies, If your school receives pupil premium funding, your funding agreement will state what information you need to publish about it. DfE has published templates to support schools in presenting their [pupil premium strategy statements](#).

Requirements		Status			
				INITIALS	N/A
For the current academic year, you must include:					
8.1	How much Pupil Premium funding you received for this academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
8.2	A summary of the main barriers to educational achievement that the disadvantaged children in your school face	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
8.3	How you will spend your Pupil Premium funding to address these barriers and the reasons for the approach you've chosen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
8.4	How you'll measure the effect of the Pupil Premium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
8.5	The date of the next Pupil Premium strategy review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
For the previous academic year:					
8.6	How you spent your Pupil Premium funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
8.7	The effect of the expenditure on pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

Notes from guidance: You may wish to plan your pupil premium use over 3 years. You should aim to update the online strategy statement by the end of the autumn term each year to reflect your plans for the academic year after assessing the needs of your pupils, both new and existing.

We understand that evaluating the pupil premium's impact in the 2019 to 2020 academic year will present difficulties as a result of reduced numbers of pupils having attended between March and July 2020.

Instead, schools may wish to monitor and report on the grant's impact at the end of the current financial year, bearing in mind their duty to update this information at least annually, covering the whole period since September 2019.

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 you won't know how much funding you're getting for the latter part of the academic year (from April to July), you should report on funding up to the end of the financial year. You should then update this information later in the year when you have all the figures.



SCHUDIO TIPS

Review the guidance and make use of the sample strategy templates. Start with them as a basis for providing the information required.

Section 10 - PE & SPORT PREMIUM FOR PRIMARY SCHOOLS

If your school receives [PE and sport premium funding](#), you must publish details of how you spend this funding and the effect it has had on pupils' PE and sport participation and attainment.

Academies: Your grant funding agreement may also include additional information you must publish.

Requirements		Status			
		✓	✗	INITIALS	N/A
10.1	How much PE and sport premium funding you received for this academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
10.2	A full breakdown of how you've spent or will spend the funding this year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
10.3	The impact the school has seen on pupils' PE, physical activity, and sport participation and attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
10.4	How you will make sure these improvements are sustainable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
10.5	Details of how many pupils within your year 6 cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>



SCHUDIO TIPS

Review the guidance especially the sections on what you should and should not use your funding for. Again a table works well for presenting the costs, but an itemised report explaining each item, how it made a difference and is sustainable should ensure this document meets all the requirements.

Section 11 - SPECIAL EDUCATIONAL NEEDS (SEN) AND DISABILITY INFORMATION

You must publish a report on your school's policy for pupils with SEN and **update it annually**. You should update any changes occurring during the year as soon as possible. You should update any changes occurring during the year as soon as possible. The report must comply with section 69 of the Children and Families Act 2014.

Requirements		Status			
		✓	✗	INITIALS	N/A
Special Education Needs (SEN) Report - The report must contain:					
11.1	The 'SEN Information' specified in schedule 1 to the Special Educational Needs and Disability Regulations 2014 . (Statutory guidance on this is contained in section 6.79 to 6.82 of the Special educational needs and disability code of practice: 0 to 25 years)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.1.1	The arrangements for the admission of disabled pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.1.2	The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.1.3	The facilities you provide to help disabled pupils to access the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2	Information as to the plan prepared by the governing body or proprietor under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2.1	Increasing the extent to which disabled pupils can participate in the school's curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2.2	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 and services provided or offered by the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.2.3	Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SCHUDIO TIPS

If you're a mainstream school make this page about the students by talking about them and celebrating them like all other students. Have a page with more than just some reports! Make sure you reference legislation in your reports.

Section 12 - GOVERNORS' INFORMATION & DUTIES

(1/3)

Schools must publish on their website up-to-date details of its governance arrangements in a readily accessible form. Maintained schools should read [advice on publishing information about your school's governors](#).

Requirements for Maintained Schools

Status

		✓	✗	INITIALS	N/A
12.1	Details of the structure and responsibilities of the governing body and its committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.1.1	The full names of the Chair of the governing body and Chair of each committee information about each governor, including their full name, date of appointment, term of office, date they stepped down (where applicable) and who appointed them (in accordance with the governing body's instrument of government)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.1.2	relevant business and financial interests including: <ul style="list-style-type: none"> Governance roles in other educational institutions Any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.1.3	Their attendance record at governing body and committee meetings over the last academic year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.1.4	Governing bodies should also publish this information for associate members, making clear whether they have voting rights on any of the committees to which they have been appointed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SCHUDIO TIPS

This information should be provided in a 'readily accessible' form. The DfE have defined this as: "Readily accessible means that the information should be one a web-page without the need to download or open a separate document." So make sure you provide the information for this requirement in this format. The document group module built into the Schudio software will help you meet this requirement.

Section 12 - GOVERNORS' INFORMATION & DUTIES

(2/3)

Academy trusts must publish accessible and up to date details of governance arrangements. Find more on what you need to publish about your academy and its board of trustees in the [Academies financial handbook](#) (paragraphs 2.49 to 2.50).

Requirements for Academies & Free Schools

Status



INITIALS

N/A

12.2

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

☐
☐
☐
☐

For each member who has served at any point over the past 12 months:

12.2.1

Their full names, date of appointment, date they stepped down (where applicable), and relevant business and pecuniary interests including governance roles in the other educational institutions

☐
☐
☐
☐

For each trustee who has served at any point over the past 12 months:

12.2.2

Their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them, and relevant business and pecuniary interests including governance roles in other educational institutions. If the accounting officer is not a trustee their business and pecuniary interests must still be published.

☐
☐
☐
☐

For each trustee who has served at any point over the past 12 months:

12.2.3

Their attendance records at board and committee meetings over the last academic year

☐
☐
☐
☐

For each local governor who has served at any point over the past 12 months:

12.2.4

Their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them, and relevant business and pecuniary interests including governance roles in other educational institutions

☐
☐
☐
☐


SCHUDIO TIPS

This information should be provided in a 'readily accessible' form. The DfE have defined this as: "Readily accessible means that the information should be one a web-page without the need to download or open a separate document." So make sure you provide the information for this requirement in this format. The document group module built into the Schudio software will help you meet this requirement.

Section 12 - **GOVERNORS' INFORMATION & DUTIES**

(3/3)

You should publish the following details about your college's governing body:

Requirements for FE & Sixth Form Colleges		Status			
		✓	✗	INITIALS	N/A
12.3	The governing body's structure and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
12.3.1	Details of any committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
12.3.2	The names of all governors, including the chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>

You may wish to simply publish your governors' handbook, which should include all this information.



SCHUDIO TIPS

This information should be provided in a 'readily accessible' form. The DfE have defined this as: "Readily accessible means that the information should be one a web-page without the need to download or open a separate document." So make sure you provide the information for this requirement in this format. The document group module built into the Schudio software will help you meet this requirement.

Section 13 - CHARGING & REMISSIONS POLICIES

Publish your school's charging and remissions policies.

The policies must include details of:

Requirements	Status
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13.1 The activities or cases for which your school will charge pupils' parents	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13.2 The circumstances where your school will make an exception on a payment you would normally expect to receive under your charging policy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



SCHUDIO TIPS

Make sure you have this policy (or policies) on your website and that you are covering both charging and remissions, one policy is probably easier with information about both sides included.

Section 14 - **VALUES & ETHOS**

Schools and colleges should:

Requirements	Status
<div data-bbox="177 548 268 584">14.1</div> <div data-bbox="272 548 681 584">Publish a statement of their ethos and values</div>	<div data-bbox="1145 488 1182 524">✓</div> <div data-bbox="1206 488 1243 524">✗</div> <div data-bbox="1267 488 1337 524">INITIALS</div> <div data-bbox="1361 488 1398 524">N/A</div> <div data-bbox="1145 548 1182 584"><input type="checkbox"/></div> <div data-bbox="1206 548 1243 584"><input type="checkbox"/></div> <div data-bbox="1267 548 1337 584"><input type="text"/></div> <div data-bbox="1361 548 1398 584"><input type="text"/></div>



SCHUDIO TIPS

Have a headteacher's/principals welcome on your website as well as the ethos and values page. Maybe create a link between the two pages so visitors who read the welcome will also be able to go straight to your ethos and values page.

Section 15 - REQUESTS FOR COPIES

Regarding requests for paper copies of information on your school website.

Requirements	Status
<div data-bbox="178 555 268 600">15.1</div> <div data-bbox="276 555 997 607">If a parent requests a paper copy of the information on your school's or college's website, you must provide this free of charge.</div>	<div data-bbox="1145 495 1182 528">✓</div> <div data-bbox="1206 495 1243 528">✗</div> <div data-bbox="1267 495 1342 528">INITIALS</div> <div data-bbox="1366 495 1406 528">N/A</div> <div data-bbox="1145 562 1182 600"><input type="checkbox"/></div> <div data-bbox="1206 562 1243 600"><input type="checkbox"/></div> <div data-bbox="1267 562 1342 600"><input type="text"/></div> <div data-bbox="1366 562 1406 600"><input type="text"/></div>







SCHUDIO TIPS

The requirement is that you provide the copies, but we always advise writing something on your website (usually on the policies page or contact us page) explaining that this option is available, and the best way to request it.

Section 16 - **EQUALITY OBJECTIVES**

Public bodies, including **Maintained Schools, Academies** and **Free Schools** must comply with the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017. This means you must publish:

Requirements		Status			
					
This means you have to:					
16.1	Publish details of how your school is complying with the public sector equality duty - you should update this every year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.2	Publish your school's equality objectives - you should update this at least once every 4 years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You need to include details of how your school is:					
16.3	Eliminating discrimination (see the Equalities Act 2010)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.4	Advancing equality of opportunity – between people who share a protected characteristic and people who do not share it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.5	Consulting and involving those affected by in-quality 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.6	Under the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017 organisations are required to publish information on its website about the gender pay gap in their organisation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[The Equality Act 2010 and Advice for Schools](#) provides information as to how your school can demonstrate compliance, for example, including details of how your school is:



SCHUDIO TIPS

This is likely to be in the form of a report. We'd recommend publishing this either with your other policies, or on a page specially for all information regarding equality.

Section 17 - COMPLAINTS

All schools and colleges should publish details about their complaints policies and procedures.

Read guidance on [developing your school's complaints procedure](#).

Requirements	Status
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Maintained Schools	
17.1 You must publish details of your school's complaints procedure, which must comply with Section 29 of the Education Act 2002 .	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Academies and Colleges	
17.2 All academies and colleges should publish their complaints policy online.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
17.3 If you're an academy, free school, FE or sixth-form college, you should also publish your whistle-blowing policy online.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Maintained Schools, Academies and Free Schools	
17.4 Publish any arrangements for handling complaints from parents of children with special educational needs (SEN) about the support the school provides.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>



SCHUDIO TIPS

These requirements are here to ensure complaints guidance and information is available and easy to find on your website. Consider grouping all your policies into categories or groups and including the policies above in groups.

Section 19 - ANNUAL ACCOUNTS

Your school or college website should include certain financial information.
(See '[Academies financial handbook](#)' for more info)

Requirements		Status			
		✓	✗	INITIALS	N/A
Academies & Free Schools					
19.1	Annual Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
19.2	Annual audited accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
19.3	Memorandum of association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
19.4	Articles of association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
19.5	Names of charity trustees and members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
19.6	Funding agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
FE & Sixth Form Colleges					
19.7	Colleges should publish their instruments and articles of government on their website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
19.8	They should also publish their annual members' report and audited financial statement every year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>



SCHUDIO TIPS

This information is probably deserving of its own page on your website, but try to keep it easily accessible, probably in a related menu structure alongside other information about your school or college so it's easy to find. This must be on the school website as well as the Trust website.

Section 20 - CAREERS

[Statutory guidance](#) has been updated to expand on the aim set out in the government careers strategy. To achieve this aim, the careers strategy sets out that **every school and academy providing education to students in Years 8 – 13** should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision.

(From Sept 2018) For the current academic year, you should include:

Requirements		Status			
		✓	✗	INITIALS	N/A
20.1	The name, email address and telephone number of the school's Careers Leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
20.2	A summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme. In a way that enables pupils, parents, teachers and employers to access and understand it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
20.3	How the school measures and assesses the impact of the careers programme on pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
20.4	The date of the school's next review of the information published	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Provider Access Policy Statement					
20.5	Schools should review their arrangements for provider access and must set out those arrangements in a policy statement. The school may revise the policy statement from time to time and we recommend that this is done annually. The policy statement must be published and should be made available on the school website. The purpose of the statement is to set out opportunities for providers to visit and to explain how requests from providers will be handled. The policy statement must include:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
20.5.1	Any procedural requirements in relation to requests for access e.g. the main point of contact at the school to whom requests should be directed;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
20.5.2	Grounds for granting and refusing requests for access e.g. details of timetabled careers lessons, assemblies or careers events which providers may attend; and should include the safeguarding policy;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
20.5.3	Details of premises or facilities to be provided to a person who is given access e.g. rooms and resources to be made available in support of a provider visit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>



SCHUDIO TIPS

Provide this careers information in a clear location on your website. A dedicated page or area on your website for careers is a good idea. Consider including additional resources alongside the statutory information.

DfE also advise:

Beyond these requirements, the school can design the policy statement in a way which best suits their needs. For example, it could be incorporated into a wider careers plan. What is most important is that the document includes details of the opportunities for providers to visit the school to talk directly to pupils and the process for providers to request access.



Section 21 - FINANCIAL INFORMATION

All schools must meet the first requirement below, including Trusts. Maintained schools must also publish a link to the Schools financial benchmarking service as below:

Requirements		Status			
		✓	✗	INITIALS	N/A
21.1	How many school employees (if any) have a gross annual salary of £100,000 or more in increments of £10,000 - we recommend using a table to display this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
21.2	a link to the webpage which is dedicated to your school on the schools financial benchmarking service - follow the prompts to find your school's specific page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>



SCHUDIO TIPS

The recommendation is to add information as a table. Read the blog article linked here of information on how to achieve this.

Also, if you don't have anyone earning over £100,000 still reference that.

Section 22 - SAFEGUARDING

Not published on the main requirements pages currently but as of September 2019 the new guidelines around Keeping Children Safe in Education makes specific mention of the requirement to publish safeguarding information on the school website.

In an inspection, the lead inspector will prepare for the inspection by gaining an overview of the school's recent performance, and any changes since the last inspection. There is also a requirement around making some of your safeguarding information available publicly, with your website being the specific medium mentioned to do this.

Requirements		Status			
				INITIALS	N/A
Pre-inspection planning will be informed by analysis of information on the school's website including the presence and suitability of the safeguarding guidance					
22.1	Include suitable safeguarding guidance on your school website. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Individual schools and colleges should ensure they have an effective child protection policy					
22.2	This should be updated annually (as a minimum), and be available publicly either via the school or college website or by other means	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>



SCHUDIO TIPS

Inspectors will consider three key areas:

- Identify the right children. How does the school do that?
- Help: what timely action do staff within the school take, and how well do they work with other agencies?
- Manage: how do governors and staff manage their statutory responsibilities, and, in particular, how do they respond to allegations about staff and other adults?

Include specific information and evidence where possible as to how you meet these requirements.

Section 23 - CORONAVIRUS (COVID-19) CATCH-UP PREMIUM

If your school gets the coronavirus (COVID-19) catch-up premium grant in academic year 2020 to 2021, you should publish details of:

Requirements		Status			
		✓	✗	INITIALS	N/A
23.1	how it is intended that the grant will be spent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
23.2	how the effect of this expenditure on the educational attainment of those pupils at the school will be assessed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>

There's further information on the [coronavirus \(COVID-19\) catch-up premium](#).



SCHUDIO TIPS

This is a brand new requirement but our advice for now is to treat this requirement as you would the pupil premium and catch-up premium in approach to publication and review.



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