

**Website Audit for Maintained Schools**

**School:** XXXXXXXX

**Date of Audit:** XXXXX

**Contents**

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| **[Admission arrangements](#Admission)****[Behaviour policy](#Behaviour)****[Careers programme information](#Careers)****[Charging and remissions policies](#Charging)****[Complaints policy](#Complaints)****[Contact details](#Contact)****[Curriculum](#Curriculum)****[Ethos and values](#Values)**[**Financial information**](#Financial)**[Governance information](#Governance)****[Ofsted reports](#Ofsted)****[Pay gap reporting](#PayGap)****[PE and sport premium](#SportP)****[Public sector equality duty](#Equality)****[Pupil premium](#PP)****[Remote education](#Remote)****[School opening hours](#Opening)****[School uniform](#Uniform)****[Special educational needs and disabilities (SEND)](#SEND)****[Test, exam and assessment results](#Tests)**[**Summary action plan**](#Summary)**Red: action needed - non-compliant****Orange: improvement suggested****Green: fully compliant**  |

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|  |  |  |  | **Comments** |
| **Admission arrangements** **What foundation and voluntary-aided schools must publish**Foundation and voluntary-aided schools must publish their admission arrangements to comply with the:* [school admissions code](https://www.gov.uk/government/publications/school-admissions-code--2)
* [school admission appeals code](https://www.gov.uk/government/publications/school-admissions-appeals-code)

**September admissions – normal point of entry**By **15th March** each year, the school must publish on its website the admission arrangements for children who will be starting school at the normal point of entry in September of the following year. It must retain them there for the whole of the academic year in which offers for places are made.The admission arrangements must explain: |
| * how you consider applications for places in each relevant age group at your school (this is the age group at which children are normally admitted to the school).
 |  |  |
| * How many children you intend to admit in each relevant age group (known as the published admission number, or PAN)
 |  |  |
| * what parents or carers should do if they want to apply for their child to attend the school
 |  |  |
| * how the school allocates places, if there are more applicants than places available
 |  |  |
| * your arrangements for selecting the pupils who apply (if the school is a selective school)
 |  |  |
| * how a parent or carer of a primary-age child can request that a school delay or defer their child’s entry to Reception, and the process for requesting admission outside the normal age group
 |  |  |
| * how many external applicants a school intends to admit into the sixth form
 |  |  |
| **In-year admissions**By **31st August** each year, the school must publish how it will manage in-year applications for places (that is, applications for places in the middle of a school year, or to start in the September of a year which is not the normal point of entry). |
| If the governing body manages those applications, the school must provide:* an application form
* supplementary information, if necessary
 |  |  |
| If the local authority manages those applications, the school must publish a link to the in-year co-ordination scheme. |  |  |
| **Admission appeals**By **28th February** each year, the school must publish a timetable setting out how it will organise and hear admission appeals.Further guidance is available in the school admissions appeals code (<https://www.gov.uk/government/publications/school-admissions-appeals-code>).The timetable must: |
| * include a deadline that allows a parent or carer at least 20 school days from the date of notification that their application was unsuccessful to prepare and lodge their written appeal
 |  |  |
| * include reasonable deadlines for:
* a parent or carer to submit additional evidence
* admission authorities to submit their evidence
* the clerk to send appeal papers to the panel and parties
 |  |  |
| * ensure that a parent or carer lodging an appeal receives at least 10 school days’ notice of their appeal hearing
 |  |  |
| * ensure that decision letters are sent within 5 school days of the hearing, wherever possible
 |  |  |
| Community and voluntary-controlled schools must publish a link to the local authority’s website for parents and carers who wish to find out about the school’s admission and appeal arrangements. It is the local authority that manages both processes. |
| **Behaviour policy**  |
| Schools must publish their behaviour policy. It must comply with [section 89 of the Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/section/89).Guidance on [developing and publishing a behaviour policy](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools) is available. |  |  |
| **Careers programme information**Secondary schools must publish information about how they deliver careers guidance to years 7 to 13. For the current academic year, this should include: |
| * the name and contact details of the school’s careers leader
 |  |  |
| * a summary of the careers programme, including details of how young people, parents, carers, teachers and employers may access information about it
 |  |  |
| * how the school measures and assesses the careers programme’s impact on young people
 |  |  |
| * the date of the next review of this information.
 |  |  |
| Secondary schools must also publish a policy statement to comply with [section 42B of the Education Act 1997](https://www.legislation.gov.uk/ukpga/1997/44/section/42B?view=plain), known as the ‘provider access legislation’. This policy statement must set out the circumstances in which they will give providers of technical education and apprenticeships access to year 8 to 13 pupils, as applicable. |  | Statutory guidance on providing [careers guidance](https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools) is available. |
| **Charging and remissions policies**Guidance on [charging for school activities](https://www.gov.uk/government/publications/charging-for-school-activities) is available. [Sections 449 to 462 of the Education Act 1996](https://www.legislation.gov.uk/ukpga/1996/56/section/449) set out the law on charging in schools maintained by local authorities.Schools must publish their: |
| * charging policy, giving details of activities for which they will charge parents and carers.
 |  |  |
| * remissions policy, giving details of the circumstances in which they will wholly or partly waive any charge they would otherwise expect parents and carers to pay.
 |  |  |
| **Complaints policy** |
| Schools must publish their complaints policy to comply with [section 29 of the Education Act 2002](https://www.legislation.gov.uk/ukpga/2002/32/section/29). The [best practice guidance](https://www.gov.uk/government/publications/school-complaints-procedures) supports them to set up and review their complaints procedures. |  |  |
| They must also publish the details of any arrangements for handling complaints from parents and carers about the support they provide for children with special educational needs and disability (SEND). They must do this as part of their [SEN information report](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#special-educational-needs). |  |  |
| **Contact details** You must publish the following contact information: |
| * your school’s name, postal address and telephone number
 |  |  |
| * the name of the member of staff who deals with queries from parents/carers and other members of the public
 |  |  |
| * the name of the headteacher or principal
 |  |  |
| * name and contact details of the chair of the governing body (if applicable)
 |  |  |
| * name and contact details of your special educational needs co-ordinator.
 |  |  |
| **Curriculum** All schools must publish: |
| * the content of the curriculum in each academic year for every subject, including mandatory subjects such as religious education (RE), even if it’s taught as part of another subject or known by another name.
 |  |  |
| * information to make parents and carers aware they have the right to withdraw their child from all or part of RE.
 |  |  |
| * how parents, carers or other members of the public can find out more about the curriculum.
 |  | Good practice - advise how parents/carers can access curriculum information both in digital and paper form. |
| * alongside the content of their music curriculum, all academies are expected to publish information about their [music development plan](https://www.gov.uk/government/publications/school-music-development-plan-summary-template).
 |  |  |
| * how they are complying with equality and SEND requirements by setting out how, over time, they will increase the extent to which disabled pupils participate in the curriculum
 |  |  |
| Depending on age range, you should: |
| * give the names of any phonics or reading schemes you are using in KS1
 |  |  |
| * publish a list of the courses available to pupils at key stage 4, including GCSEs
 |  |  |
| **Ethos and values** |
| Schools should publish a statement setting out their ethos and values.  |  |  |
| **Financial information**Schools must publish: |
| * the number of their employees, if any, whose gross annual salary exceeds £100,000, presenting this information in £10,000 bandings – DfE recommends using a table to display this
 |  |  |
| * a link to the dedicated webpage for their school on the [schools financial benchmarking service](https://schools-financial-benchmarking.service.gov.uk/?_ga=2.208436628.78538087.1604929901-765162140.1576836418)
 |  |  |
| **Governance information**Schools must publish information about their governing body and its committees, in line with the [constitution of governing bodies of maintained schools](https://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools).Schools should publish information about the structure and remit of the governing body and any committees, including the full names of their chairs.Schools should publish, about each governor who has served at any time over the past 12 months: |
| * their full names
 |  |  |
| * the date they were appointed
 |  |  |
| * their term of office
 |  |  |
| * the date they stepped down, where this applies
 |  |  |
| * who appointed them, in accordance with the governing body’s instrument of governance
 |  |  |
| * their attendance record at governing body and committee meetings over the last academic year
 |  |  |
| Schools should publish governors’ relevant business, financial and pecuniary interests, including: |
| * 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
 |  |  |
| The DfE encourages schools to publish easily accessible data about the diversity of: |
| * their board
* any associated committees
 |  | There is no prescriptive way to collect this data, but trusts may choose to follow a similar approach to that they use to publish the diversity data of pupils. |
| Board or committee members can opt out of sharing their information, such as protected characteristics, including after the data has been published. Schools must ensure that individuals cannot be identified, which may be a particular issue when board or committee member levels are low. Guidance on the [Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools) and [data protection in schools](https://www.gov.uk/guidance/data-protection-in-schools) is available. |
| **Ofsted reports** Schools must publish either a: |
| * copy of their most recent Ofsted report
 |  |  |
| * link to your specific report on Ofsted’s website.
 |  |  |
| **Pay gap reporting**Schools with 250 or more employees must, in line with the  [Equality Act 2010 (Gender Pay Gap Information) Regulations 2017](https://www.legislation.gov.uk/uksi/2017/172/regulation/2/made): |
| * report their gender pay gap information to the government via the [gender pay gap service](https://gender-pay-gap.service.gov.uk/)
* publish this information in a prominent place on their website within one year of their [‘snapshot date’](https://www.gov.uk/government/publications/gender-pay-gap-reporting-guidance-for-employers/when-to-report), which, for most public authority employers, will be 31 March
 |  | Statutory guidance on [the gender pay gap information employers must report](https://www.gov.uk/guidance/the-gender-pay-gap-information-employers-must-report) is available. |
| Most public authority employers, including schools, do not need to publish a [written statement](https://www.gov.uk/government/publications/gender-pay-gap-reporting-guidance-for-employers/overview#written-statement) on their public-facing website. Guidance on [who counts as an employee](https://www.gov.uk/guidance/who-needs-to-report-their-gender-pay-gap#headcount) is available.However, schools with 250 or more employees may wish to publish: |
| * a [supporting narrative](https://www.gov.uk/government/publications/gender-pay-gap-reporting-guidance-for-employers/overview#supporting-narrative) to explain their gender pay gap
* an [action plan](https://www.gov.uk/government/publications/gender-pay-gap-reporting-guidance-for-employers/overview#action-plan) that sets out how they plan to address it
 |  | For academy trusts, academies and FE colleges interested in looking at their ethnicity pay gap, guidance for employers on [voluntary ethnicity pay reporting](https://www.gov.uk/government/publications/ethnicity-pay-reporting-guidance-for-employers) is also available. |
| * Schools with fewer than 250 employees are not required to comply with the regulations but should give serious consideration to the business benefits of doing so.
 |  |  |
| **PE and sport premium** The [Association for Physical Education](https://www.afpe.org.uk/) and [Youth Sport Trust](https://www.youthsporttrust.org/school-support/primary-pe-sport-premium) have jointly developed a template that can be used for recording and reporting on the premium’s impact. Further guidance is available in the [conditions of grant](https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2022-to-2023) document.Schools that receive [PE and sport premium funding](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools) (primary-aged pupils) must publish, by **31st July** each year: |
| * the amount of premium funding received
 |  |  |
| * a full breakdown of how it has been or will be spent
 |  |  |
| * the impact seen by the school on pupils’ participation and attainment in PE and sport
 |  |  |
| * how this improvement will be sustained
 |  |  |
| By **31st July** each year, the school must also publish the percentage of pupils in year 6 who have met the national curriculum requirement to: |
| * swim competently, confidently, and proficiently over a distance of at least 25 metres
 |  |  |
| * use a range of strokes effectively – for example, front crawl, backstroke and breaststroke
 |  |  |
| * perform safe self-rescue in different water-based situations
 |  |  |
| **Public sector equality duty** Academies and FE colleges must publish: |
| * details of **HOW** your school complies with the [public sector equality duty](http://www.legislation.gov.uk/ukpga/2010/15/section/149) - **must be clear that it is updated annually**

You can demonstrate **HOW** in the following ways:-eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited under the Equality Act 2010 -advancing equality of opportunity between people who share a protected characteristic and people who do not -fostering good relations between people who share a protected characteristic and those who do not -consulting and involving those affected by inequality in the decisions your school or college takes to promote equality and eliminate discrimination - affected people could include parents, pupils, staff and members of the local community |  | [The Equality Act 2010: advice for schools](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools) provides guidance on how an academy school can show it has complied, as required by the [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents) and the [Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017](https://www.legislation.gov.uk/ukdsi/2017/9780111153277/contents). |
| * their equality objectives, updating these at least every 4 years
 |  |  |
| **Pupil premium** Schools that receive pupil premium funding must publish a strategy statement by **31st December** each year. It must explain how the: |
| * [pupil premium](https://www.gov.uk/government/publications/pupil-premium) funding is being spent
 |  |  |
| * the education outcomes being achieved for disadvantaged pupils
 |  |  |
| Schools must publish the statement in the DfE template provided on the [pupil premium](https://www.gov.uk/government/publications/pupil-premium) guidance page. The DfE recommends that schools plan their pupil premium spending over 3 years. If they do so, they must still update their statement annually to reflect: |
| * their spending activity for the current academic year
 |  |  |
| * the impact of pupil premium in the previous academic year
 |  |  |
| **Remote education**  |
| Schools should publish information about their [remote education provision](https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools).  |  |  |
| **School opening hours**Schools should publish the: |
| * official start time of the compulsory school day
 |  |   |
| * official end time of the compulsory school day
 |  |  |
| * total time the amounts to in a typical week, including breaks but not after-school activities.
 |  |  |
| **School uniform** Schools whose pupils are required to wear a uniform should publish an easily understandable policy on their website, in line with statutory guidance on [the cost of school uniforms](https://www.gov.uk/government/publications/cost-of-school-uniforms).It should include information about: |
| * optional or required items
 |  |  |
| * items that will be worn only at certain times of year (for example, winter or summer uniform)
 |  |  |
| * items that must be branded or can be generic
 |  |  |
| * whether items can be bought only from a specific retailer or more widely
 |  |  |
| * where second-hand uniform can be purchased
 |  |  |
| **Special educational needs and disabilities (SEND)** Schools must publish an SEN information report. It should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.To comply with [section 69 of the Children and Families Act 2014](https://www.legislation.gov.uk/ukpga/2014/6/section/69), the report must contain: |
| * the SEN information specified in Schedule 1 to the [Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made) – statutory guidance is available in paragraphs 6.79 to 6.82 of the [SEND code of practice: 0 to 25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
 |  |  |
| * additional information about the:
* arrangements for the admission of disabled pupils
* steps the school has taken to prevent them disabled pupils being treated less favourably than other pupils
* facilities it provides to help disabled pupils access the school
 |  |  |
| * accessibility plan it has prepared under [paragraph 3 of Schedule 10 to the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) to:
* increase the extent to which disabled pupils can participate in the curriculum
* improve the physical environment to increase the extent to which disabled pupils can take advantage of the educational benefits, facilities or services provided or offered
* improve the way disabled pupils can access information that is easily accessible to pupils who are not disabled
 |  |  |
| **Test, exam and assessment results KS2 (delete as appropriate)**All schools should publish a link to the  [compare school and college performance service](https://www.gov.uk/school-performance-tables) and to their own performance measures page on it.  **Key stage 2**It will not be possible to calculate key stage 1 to key stage 2 progress measures for 2023 to 2024 or 2024 to 2025 academic years. This is because there is no key stage 1 baseline available to calculate primary progress measures for these years, because of Covid disruption.For the 2023 to 2024 academic year, primary schools do not have to publish progress scores in reading, writing or maths, as the Secretary of State is not publishing these.Primary schools should publish their most recent key stage 2 performance measures, as published by the Secretary of State, comprising: |
| * the percentage of their pupils who achieved the expected standard in reading, writing and maths (combined)
 |  |  |
| * the percentage of their pupils who achieved a higher standard in reading, writing and maths (combined)
 |  |  |
| * their average scaled score in:
	+ reading
	+ maths
 |  |  |
| **Test, exam and assessment results KS4 (delete as appropriate)**All schools should publish a link to the  [compare school and college performance service](https://www.gov.uk/school-performance-tables) and to their own performance measures page on it.  Secondary schools should publish their most recent key stage 4 performance measures, as published by the Secretary of State, comprising: |
| * their [Progress 8 score](https://www.gov.uk/government/publications/progress-8-school-performance-measure)
 |  |  |
| * the percentage of their pupils achieving a grade 5 or above in GCSE English and GCSE maths (combined)
 |  |  |
| * their [Attainment 8 score](https://www.gov.uk/government/publications/progress-8-school-performance-measure)
 |  |  |
| * the percentage of their pupils staying in education or going into employment after key stage 4
 |  |  |
| * the percentage of their pupils who were entered for the English Baccalaureate (EBacc)
 |  |  |
| * their EBacc average point score (APS)
 |  |  |
| Secondary schools with sixth forms must publish their most recent 16 to 18 performance measures, as published by the Secretary of State, comprising their students’ headline: |
| * progress (value added) measures
 |  |  |
| * attainment measures
 |  |  |
| * retention measure
 |  |  |
| * destination measures
 |  |  |
| Academies and FE colleges with students aged 16 to 18 do not have to publish the following measures for the 2022 to 2023 academic year, as these are not being published by the Secretary of State:* level 3 value-added
* English and maths progress measure
 |
| **Non-statutory: good practice guidance** |
| Privacy Notice for parents compliant with GDPR regulations (May 18) |  |  |
| Safeguarding Policy is current and refers to *KCSIE 2024* |  |  |
| Online Safety Policy linking to *KCSIE 2024* |  |  |
| Useful prior to inspection: statement or policy on the teaching of British Values |  |  |
| **Non-statutory: navigation and usability** **The content was *Hard/ Acceptable/ Easy* to find.**  |  |  |

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| **SUMMARY ACTION PLAN** |
| **Main Strengths of the Audit** |
| * XXXXX
 |
| **Areas for Development** |
| **Page** | **Action Point (AP)** | **Priority** | **Person Responsible** | **Date Completed** |
| **Contact** | * XXXXX
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| **General Questions to Consider:** |
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