

School website service...

Amended Website Requirements



Amendments have been made to the School Information Regulations which affects what data is published on school websites. It will come into force on the 1st September 2012.

It is a statutory requirement that all schools have a website (or online presence), certain information is published, updated appropriately and the web address is made available to parents.

The following are new requirements from September:

General Information

- Contact details (name, postal address and telephone number of the school, and the name of a person to whom enquiries should be addressed)
- A statement of the school's ethos and values

Details or links to the school's admission arrangements

- Including its selection and oversubscription criteria, published admission number and the school's process for applications through the local authority

Most recent performance information

- Details of the school's latest Key Stage 2 attainment and progress measures as presented in the School Performance Tables
- Links to the school's Ofsted reports
- Links to DfE School Performance Tables on www.education.gov.uk

Details of the school curriculum, content and approach, by academic year and by subject

- For primary schools this must include your approach to phonic and reading schemes

Policy information

- Behaviour policy
- Charging policy
- SEN & Disability provision

Details of the school's pupil premium allocation

- Including plans to spend it in the current year
- For the previous year, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated

The new requirements are in place of a prospectus which is no longer statutory. The previous requirements of data published by a school online are no longer necessary (The School Information Regulations 2008). Despite this, schools are encouraged to publish any information above the minimum requirements that they, local parents and the wider community feel they may need to make effective school choice and performance decisions.