



## Website Audit and Action Plan

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| <b>Name of School/academy</b>   | <a href="http://www.stthomasblackburn.org.uk/">http://www.stthomasblackburn.org.uk/</a><br>St. Thomas CE Primary School, Blackburn   |
| <b>Name of consultant</b>   | <b>Maggie Eldridge - Mrotzek</b><br>Educational Consultant<br><i>Enabling Excellence in Education</i><br>website: <a href="http://mem-consultancy.weebly.com">http://mem-consultancy.weebly.com</a><br>business email: <a href="mailto:mem.consultancy@outlook.com">mem.consultancy@outlook.com</a><br>mobile : <b>07956026823</b>   |
| <b>Date (s) website reviewed</b>  | 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> January 2016   |
| <b>Summary comment</b>  | <p><b>The website is very easy to use with clear tabs and accessible information. The section around on - line safety is exemplary.</b></p> <p><b>Priorities are as follows;-</b></p> <ol style="list-style-type: none"> <li><b>1. The SEN governors report needs have additional information and an accessibility plan needs to be added to the website.</b></li> <li><b>2. Minor amendments/additions should be made to the behaviour policy, safeguarding and curriculum sections as well as the sports premium document to ensure that they are compliant. The equality objectives document need clarification.</b></li> <li><b>3. Ensure that the correct link to the performance tables and KS2 data is uploaded regarding results for 2015.</b></li> <li><b>4. Consider a distinct values and ethos section where a wealth of information could be placed to celebrate your work in this area.</b></li> </ol> |
| <b>Ofsted</b><br>School inspection handbook section 5 advice<br><a href="https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015">https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015</a> | <p><b>Paragraph 29 : states that Inspectors' planning and preparation will include :</b></p> <p>“information on the school’s website, including its statement on the use of the pupil premium, in primary schools the PE and sport premium, the statutory sharing with parents of curriculum information (so the lead inspector can start to assess the breadth and balance of the school’s curriculum and whether it is</p>   |

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|   | likely to promote preparation for and an appreciation of life in modern Britain), the special educational needs (SEN) information report, the presence and suitability of the safeguarding guidance, taking into account current government requirements, information about the promotion of equality of opportunity and other information for parents.”  |
| <p><b>The main statutory guidance was issued in 2012 and has had subsequent updates 2014</b> can be found at <a href="https://www.gov.uk/guidance/what-maintained-schools-must-publish-online">https://www.gov.uk/guidance/what-maintained-schools-must-publish-online</a></p>  |   |
| There have however been further updates and advice given. Where these are relevant an additional reference to document(s) is given  |   |
| <p><b>Key: Red - Not in place or not compliant or not found</b><br/> <b>Green - In place Amber – Partially compliant / Not known / Not yet found</b></p>  |   |
| <p><b>Statutory guidance is issued by law; you must follow it unless there is a good reason not to.</b></p>   |   |
| <p><b>Governor information :statutory</b><br/> From the 1<sup>st</sup> September 2015 the Academies academic financial handbook <a href="https://www.gov.uk/government/publications/academies-financial-handbook-2015">https://www.gov.uk/government/publications/academies-financial-handbook-2015</a> extended the requirement to publish the business and pecuniary interests of local governors as well as members and trustees. Academy trusts must publish on their websites up to date details of their governance arrangements in a readily accessible form<br/> The DfE’s statutory guidance for maintained schools states that all the registered interests of governors and any associate members must be published on the school website, <b>including personal relationships</b>, August 2015.<br/> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459032/The_Constitution_of_Governing_Bodies_of_Maintained_Schools_Stat_Guidance....pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459032/The_Constitution_of_Governing_Bodies_of_Maintained_Schools_Stat_Guidance....pdf</a> section K Governing bodies should publish on their websites information about their governors, including relevant business and pecuniary interests. Where there is no interest to declare record a nil return.</p> |   |
| <p><b>Required</b> (Information required by <a href="#">statutory guidance</a> to be published online.)<br/> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459032/The_Constitution_of_Governing_Bodies_of_Maintained_Schools_Stat_Guidance....pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/459032/The_Constitution_of_Governing_Bodies_of_Maintained_Schools_Stat_Guidance....pdf</a></p>  | <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: red; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: yellow; margin-right: 5px;"></div> <div style="width: 20px; height: 20px; background-color: green; margin-right: 5px;"></div> <div style="margin-left: 10px;"><b>Comment(s) and if appropriate actions required or questions for consideration</b></div> </div> |
| <p><b>Information about each governor and any associate members (Since March 2015)</b></p> <ul style="list-style-type: none"> <li>• their name</li> <li>• their category of governor</li> <li>• which body appoints them</li> <li>• their term of office, date of appointments</li> </ul>   | <div style="display: flex; align-items: center;"> <div style="width: 20px; height: 20px; background-color: green; margin-right: 5px; text-align: center; line-height: 20px;">x</div> <div style="margin-left: 10px;">All details easily accessible</div> </div>   |

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| <ul style="list-style-type: none"> <li>• the names of any committees the governor serves on</li> <li>• details of any positions of responsibility, such as chair or vice-chair of the governing body or a committee of the governing body.</li> </ul>  |          |  |   |
| <p><b>Register of governors’ interests (From September 2015) –Paragraph 25</b></p> <p>“Governors hold an important public office and their identity should be known to their school and wider communities. In the interests of transparency, a governing body should publish on its website up-to-date details of its governance arrangements in a readily accessible form**. (NB**Readily accessible means that the information should be on a webpage without the need to download or open a separate document.) This should include:</p> <p>a) the structure and remit of the governing body and any committees, and the full names of the chair of each;</p> <p>b) for each governor who has served at any point over the past 12 months:</p> <ul style="list-style-type: none"> <li>• their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in accordance with the governing body’s instrument of government),</li> <li>• relevant business and pecuniary interests (as recorded in the register of 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); and</li> <li>• their attendance record at governing body and committee meetings over the last academic year.</li> </ul> <p>26. 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.</p> <p>27. Governing bodies should make it clear in their code of conduct that this</p> | <p>x</p> |  | <p>The governor ,Father Ron Muligan appears to have some details missing – is this a web page error? After attendance, there is no further details.</p> <p>All the other governor information meets requirements, only very minor amendment required.</p> |

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| <p>information will be published on their governors and any associate members. Any governor failing to provide information to enable the governing body to fulfil their responsibilities may be in breach of the code of conduct and as a result be bringing the governing body into disrepute. In such cases the governing body should consider suspending the governor.</p>   |   |   |   |
| <p><b>Non statutory</b><br/> The governor’s handbook advises that governing bodies should publish an annual statement reporting on their work over the last year. NGA (National Governors Association) suggest this should be a report on the work of the school celebrating achievements and communicating the impact of the governing body.</p> <p>Governors’ page, with information about the role of the governing body, how to become a governor, forthcoming meeting dates and non-confidential minutes<br/> A governors’ blog or similar ?</p> | ✘ |   | <p>If a short report/ newsletter on the work of the governing body for last year and plans for this year are uploaded this would support evidence for an active governing body. It is also good practice to let parents and other stakeholders know what the governors are doing.</p> |
| <p>Secure area for governors, with all policies and their review cycle, SDP, committee and GB minutes, links to Modern Governor or GEL e-learning logins, LA Governor Services, the <a href="#">Governors’ Handbook</a>, <a href="#">NGA</a>, and training courses.</p>   |   | ✘ | <p>Clearly located</p>  |
| <p><b>Further Statutory (Information required by <u>legislation</u> to be published online.)</b><br/> <a href="http://www.legislation.gov.uk/ukxi/2012/1124/made">http://www.legislation.gov.uk/ukxi/2012/1124/made</a></p>   |   |   |   |
| <p><b>School contact details</b></p> <ul style="list-style-type: none"> <li>• your school’s name</li> <li>• your school’s postal address</li> <li>• your school’s telephone number</li> <li>• the name of the member of staff who deals with queries from parents and other members of the public</li> </ul>  |   | ✘ | <p>On home page clear details itemised, including email and twitter addresses. Name of person is identified. Also additional details to be able to register email queries.</p>  |
|   |   | ✘ | <p>2 Direct links provided to BwD admissions</p>  |

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| <p><b>Admission arrangements</b></p> <p><i>Either:</i> publish your school’s admission arrangements, explaining how you will consider applications for every age group, including:</p> <ul style="list-style-type: none"> <li>• arrangements you have in place for selecting the pupils who apply</li> <li>• your oversubscription criteria (how you offer places if there are more applicants than places)</li> <li>• an explanation of the process parents need to follow if they want to apply for their child to attend your school</li> </ul> <p><i>Or:</i> publish details of how parents can find out about your school’s admission arrangements through your local authority</p>   |  | <p>site and details.</p> <p>BwD admissions booklets for 2015 and 2016 in which details of the school s procedures are given.</p> <p>In 2015, there were 115 preferences and 60 places available, and there was 1 successful appeal.</p> <p><i>It is usual for schools to publish their own separate policy on their website.</i></p> |
| <p><b>Ofsted reports</b></p> <ul style="list-style-type: none"> <li>• <i>Either:</i> publish a copy of your school’s most recent Ofsted report</li> <li>• <i>Or:</i> publish a link to the webpage where users can find your school’s most recent Ofsted report</li> </ul>   |  | <p> Link to 2013, the most recent full inspection report and in addition an interim statement for 2012 and full report for 2008.</p>  |
| <p><b>Exam and assessment results ( amendment )</b></p> <p><a href="http://www.legislation.gov.uk/ukxi/2015/902/regulation/11/made">http://www.legislation.gov.uk/ukxi/2015/902/regulation/11/made</a></p> <p>“4. The school’s most recent key stage 2 results as published by the Secretary of State under the following column headings in the <a href="#">School Performance Tables</a> published on the Department for Education’s website:</p> <p>(a) the average progress made by pupils in reading, writing and mathematics,</p> <p>(b) the percentage of pupils achieving the expected standard in reading, writing and mathematics at the end of key stage 2,</p> <p>(c) the average score of pupils in their end of key stage 2 assessments, and</p> <p>(d) the percentage of pupils who achieve a <b>high score</b> in all areas at the end of key stage 2. (*High score is assumed to mean previous level 5 ?_The new requirements demand a single % for those pupils achieving combined results of English AND maths at a “high score”!)</p> <p><i>It seems however that further clarification issued means the above is from 2016</i></p> <p><i>Currently for 2015 ensure that website includes ;-</i></p> | <p></p> | <p>The comparative year 6 data for the school for KS2 does not give the required statutory information.</p> <p>There is additional other interesting and helpful information including EYFS and KS1.</p>   |

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| <p><b>Most recent key stage 2 (KS2) results</b></p> <ul style="list-style-type: none"> <li>percentage of pupils who achieved level 4 or above in reading, writing and maths</li> <li>percentage of pupils who have improved by 2 or more levels in reading, writing and maths between KS1 and KS2 ( expected progress )</li> <li>percentage of pupils who achieved level 5 or above in reading, writing and maths</li> </ul>        |   |  |  |
| <p><b>Key stage 4 (KS4) results</b></p> <ul style="list-style-type: none"> <li>percentage of pupils who achieved a C or above in GCSEs (or equivalent) in 5 or more subjects, including English and maths</li> <li>percentage of pupils who achieved the English Baccalaureate</li> <li>percentage of pupils who have achieved at least the minimum expected levels of progress in English and maths between KS2 and KS4</li> </ul> |   |  | Not applicable for this school.  |
| <p><b>Performance tables</b></p> <p>A link to the <a href="#">DfE school performance tables website</a>.</p>  | x |  | <p>There is a link which says ‘School performance tables’ but this links to the school data dashboard.</p> <p>The performance table link for this school is at <a href="http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=119355">http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=119355</a> .</p>                           |
| <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>the content of the curriculum your school follows in each academic year for every subject (see analysis of specific subjects below)</li> </ul>  | x |  | <p>There is a helpful uniformity to each curriculum area, which is focussed around a policy and a long-term plan, which outlines topic overviews for each term. There are also a focussed ‘end of year objectives’ for each subject, which are variable in detail.</p> <p>Overall, a well organised curriculum section, which requires minor amendments/additions.</p> |

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| <ul style="list-style-type: none"> <li>the names of any phonics or reading schemes you are using in KS1</li> </ul>   |  | <p>x The school uses the Oxford Reading Tree Oxford Reading Phonics, Collins Big Cats, Floppy Phonics, Rigby Star and Project X schemes to develop particularly reading. Details of different intervention reading schemes are also itemised including, Fisher Family Trust, reading recovery, better reading partners and inference training<br/>A letters and sounds scheme is used for phonics.<br/><i>The end of year objectives for guided reading and the schemes in the reading section appear to be the same MFL ones as in nursery.</i></p> |
| <ul style="list-style-type: none"> <li>a list of the courses available to pupils at KS4 , including GCSEs</li> </ul>   |  | <p>Not applicable to this school</p>   |
| <ul style="list-style-type: none"> <li>how parents or other members of the public can find out more about the curriculum your school is following</li> </ul> |  | <p>x There is some additional information about the curriculum in guidance notes such as maths and the various subject policies. The useful links section also has several maths websites for further exploration.<br/><i>Schools usually have a variety of web links in each curriculum area or information on additional government documents. Often there are specific leaflets or PowerPoint presentations of recent help/training sessions for parents. This section needs to be developed.</i></p>   |

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| EYFS           | x | <p>For reception there is a EYFS policy setting out expectations, a document outlining the 7 areas of learning and a long term plan naming themes.</p> <p><b>There is no mention of RE and the long term reception plan does not give any curriculum details,</b> however RE is itemised by topics for reception in the long term plan for RE.</p> <p>The nursery policy has a helpful additional section on transition to school. <i>The 'end of year objectives' of nursery confusingly seem to relate to KS2 MFL! - suggest these are relocated. Only the link to the spring term overview works. Different areas of learning are specified here but no RE.</i> The nursery brochure is a helpful guide to parents and carers of daily routines and expectations. The national report profile is probably better located in the reception section or both. The reading section in the parent tab contains information on why it is important for parents to help their children..</p> |
| <i>Maths</i>   | x | <p>Expectations for each year group are outlined in an objective document. The long term plan indicates topic areas for each term. Helpful additional information on multiplication, division, addition.</p>   |
| <i>English</i> | x | <p>Detailed section including separate section on drama, phonics, reading, writing, speaking, listening and pre teaching vocabulary. The long term plan details topics for each year for each term.</p>  |



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| <i>Art and Design</i>           |  |  | x | DfE national curriculum extract is provided and the long term plan gives further details by each year group from nursery to year 6.  |
| <i>Design and Technology</i>    |  |  | x | The end of year objectives are presented in the same document –“ <i>Design and Technology progression Framework</i> ” for each year group by key stage. The long term plan gives an overview of the topic for each year group. <i>The skills focussed on in each year could be more precise.</i> |
| <i>Geography</i>                |  |  | x | Long term plan itemised by Key stages. Detailed knowledge, skills and understanding break down by year group in objectives section.  |
| <i>History</i>                  |  |  | x | Long term plan itemised by Key stages. Detailed knowledge, skills and understanding break down by year group in objectives section.  |
| <i>ICT / computing</i>          |  |  | x | Detailed objectives outline a range of topics covered including e-safety, collection and storing information and computer science.   |
| <i>Modern Foreign Languages</i> |  |  | x | French is studied in KS2. Good long term plan and clear objectives for each year group.  |
| <i>Music</i>                    |  |  | x | The long term plan outlines details by key stages and further information from EYFS to year 6, objectives are also detailed by year groups.  |
| <i>Physical Education</i>       |  |  | x | An indoor and outdoor plan for each year group in addition to policy and brief objectives for each year group, however these are more detailed in the appendix of the policy.  |

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| <p><i>Religious Education</i></p>   |          | <p>x A helpful RE policy indicates that the Blackburn Diocesan syllabus is adhered to. Different religion's explored include Christianity, Islam, Judaism, Sikhism and Hinduism. The 'end of year expectations' outline more details.</p>   |
| <p><i>Science</i></p>   |          | <p>x Good details in the objectives outlining the different areas of the science curriculum by the areas of study.</p>  |
| <p><i>Personal, Social, Health &amp; Citizenship Education (PSHCE)</i></p>  |          | <p>x The end of year objectives give some idea of what is taught each year and there is a brief topic overview.</p>   |
| <p><b>Behaviour policy</b></p> <p>This must comply with section 89 of the Education and Inspections Act 2006.<br/> <a href="http://www.legislation.gov.uk/ukpga/2006/40/section/89">http://www.legislation.gov.uk/ukpga/2006/40/section/89</a></p> <p>Further detailed information and guidance information is available from the DFE in Behaviour and discipline in schools <b>advice</b> for headteachers <b>January 2016</b><br/> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_A_guide_for_headteachers_and_School_Staff.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_A_guide_for_headteachers_and_School_Staff.pdf</a> Key points :_</p> <ul style="list-style-type: none"> <li>• Teachers have powers to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.</li> <li>• The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.</li> <li>• Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions</li> <li>• Ensure that functions are carried out with a view to safeguarding and promoting the welfare of children are fully in place</li> </ul> | <p>x</p> | <p>This is a superb policy and covers the vast majority of the latest guidelines.</p> <p>Advice = <b><i>Give further details about reporting incidents to the police and safeguarding. Also outline when multi-agency intervention will be considered.</i></b></p> <p>Information relating to procedures of exclusion is precise but not <i>when</i> this would be considered.</p> <p>Positive behaviour encouraged by reinforcing good behaviour through e.g. verbal praise to both child and parent, small treats, visits to see the Headteacher and/or other adults, golden time, certificates and planet points.<br/> A log is kept of behaviour.<br/> Advice – <i>make clear who keeps an overview of logs and analyses patterns or trends or if</i></p> |

What the law says:

The headteacher **must** set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work; and which
- regulate the conduct of pupils

### **NEW Statutory Governors guidance January 2016**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463484/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_governing\\_bodies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf)

### **Summary**

**Every school must have a behaviour policy** This **must** include

- The school rules
- A statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils;
- Guidance on teachers' powers to search, to use reasonable force and to discipline pupils for misbehaviour outside school.

Before making a statement of principles consultation **MUST** have been made with the governing body, HT, school staff, parents and pupils. It must be publicised in writing to staff, parents and pupils at least once a year.

The following **should be** covered in the school behaviour policy: (paragraph 10)

- a. Screening and searching pupils (including identifying in the school rules
- b. The power to use reasonable force or make other physical contact;
- c. **The power to discipline beyond the school gate;**
- d. Pastoral care for school staff accused of misconduct; and
- e. **When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour**

**The power to discipline beyond the school gate**

*the log refers to out of class behaviours. Include a section on evaluation and monitoring.*

Golden rules that every pupils should uphold are clear. Expectations for behaviour include arriving at school, in the cloakroom, classroom, worship playground and during swimming and outings.

Disciplinary methods include contact with parents, verbal warnings and informing support services if required.

Discipline of pupils outside school is included. Also information on pastoral care for staff and physical restraint.

The anti-bullying section includes a definition of various types of bullying, a range of prevention strategies and detailed information on the role of different groups of people including governors and pupils.

A separate section helpfully details the procedures regarding exclusions.

*It would be good to also itemise in the policy when exclusions would be considered a possibility.*

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| <p>The policy should cover the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.</p> <p><b>The policy should include guidance of when the police should be informed and when safeguarding issues should be reported</b></p>  |  |  |
| <p><b>Pupil premium</b></p> <p>You must publish details of how your school spends its <a href="#">pupil premium funding</a> and the effect this has had on the attainment of the pupils who attract the funding.</p> <ul style="list-style-type: none"> <li>• your pupil premium allocation for the current academic year</li> <li>• details of how you intend to spend your allocation</li> <li>• details of how you spent your previous academic year's allocation</li> <li>• how it made a difference to the attainment of disadvantaged pupils</li> </ul> <p><i>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 allocations will not be known for the latter part of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.</i></p> <p><a href="https://www.gov.uk/government/publications/pupil-premium-2015-to-2016-allocations/pupil-premium-2015-to-2016-conditions-of-grant">https://www.gov.uk/government/publications/pupil-premium-2015-to-2016-allocations/pupil-premium-2015-to-2016-conditions-of-grant</a></p> <p><i>useful template for recording and additional information at</i></p> <p><a href="https://www.google.co.uk/search?q=The+Pupil+PremiumAnalysis+and+challenge+tools+for+schools&amp;ie=utf-8&amp;oe=utf-8&amp;gws_rd=cr&amp;ei=cSkFVqGaDoKLU6urrZgN">https://www.google.co.uk/search?q=The+Pupil+PremiumAnalysis+and+challenge+tools+for+schools&amp;ie=utf-8&amp;oe=utf-8&amp;gws_rd=cr&amp;ei=cSkFVqGaDoKLU6urrZgN</a></p> <p><i>essential reading for strategies that are effective</i></p> |  | <p><b>x</b> The statement for 2014/5 outlines very clearly the allocation, costs of various activities and has importantly a clear rational and success criteria for the spending. In 2 separate impact documents attainment and progress is compared to in school and national other pupils. Details are given of all year groups.</p> <p>The document for 2015-16 meets requirements.</p> <p><i>To further enhance an impact report it would be good to clarify areas such as ;-</i></p> <p><i>Which intervention was more successful than another was. A priority of the spending results was to have focussed on early intervention support for KS1, however the results for phonics were below the national. Is the school able to identify why this is, in order that the governors clearly have a view of which intervention or spending was best</i></p> |

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| <p><a href="https://educationendowmentfoundation.org.uk/uploads/toolkit/EEF_Teaching_and_learning_toolkit_Feb_2014.pdf">https://educationendowmentfoundation.org.uk/uploads/toolkit/EEF Teaching and learning toolkit Feb 2014.pdf</a></p>  |          | <p>value for money? £2,000 was spent on extending learning opportunities, (in 2015-16 this is £10,000), how many pupils were involved in these events and what was the impact? What was the impact of family wise £8.000? etc. In 2015-16, £45.000 is to be spent on curriculum engagement and academic achievement and this should be more closely reported on.</p>   |
| <p><b>Year 7 literacy and numeracy catch-up premium</b><br/>         If your school receives <a href="#">year 7 literacy and numeracy catch-up premium funding</a>, you must publish details of how your school spends this funding and the effect this has had on the attainment of the pupils who attract it.</p> <ul style="list-style-type: none"> <li>• your year 7 literacy and numeracy catch-up premium allocation for the current academic year</li> <li>• details of how you intend to spend your allocation</li> <li>• details of how you spent your previous academic year's allocation</li> <li>• how it made a difference to the attainment of the pupils who attract the funding</li> </ul>  |          | <p>Not applicable to this school.</p>  |
| <p><b>PE and sport premium for primary schools</b><br/>         If your school receives PE and sport premium funding, you must publish details of how your school spends this funding and the effect it has had on pupils' PE and sport participation and attainment.</p> <p><a href="https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-for-2015-to-2016/pe-and-sport-premium-conditions-of-grant-for-the-academic-year-2015-to-2016-for-local-authorities-and-maintained-schools">https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-for-2015-to-2016/pe-and-sport-premium-conditions-of-grant-for-the-academic-year-2015-to-2016-for-local-authorities-and-maintained-schools</a> states that section 4</p> <p>“Maintained schools, including those that convert to academies, must publish information about their use of the premium on their website by 4 April 2016. Schools should publish</p> <ul style="list-style-type: none"> <li>• The amount of premium received;</li> <li>• A full breakdown of how it has been spent (or will be spent);</li> </ul> | <p>x</p> | <p>Information for 2014-15 has allocated costs and the impact report outlines sustainability and impact.<br/> <i>Advice – in the extra-curricular section endeavour to keep records of who attends, in order to analyse whether certain cohorts needs to be targeted to promote more healthy lifestyles. How many different pupils were involved and how many of the less active engaged ? How did participation improve?</i></p> <p><b>In the 2015-16 document an emphasis on the promotion of healthy lifestyles</b></p> |

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| <ul style="list-style-type: none"> <li>• What impact the school has seen on pupils' PE and sport participation and attainment and</li> <li>• How the improvements will be sustainable in the future.</li> <li>• <b>Schools should also consider how their use of the premium is giving pupils the opportunity to develop a healthy, active lifestyle"</b></li> <li>•</li> </ul> <p><b>Tip ;Try to use measurable data –ie good practice in participation rates would include how many different pupils involved , what sub groups are they , how have others been encouraged to participate</b></p> <p><b>Healthy lifestyle is particularly important in the new OFSTED framework – outstanding grade for personal development and well-being "Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation."</b></p> <p>Useful template at :<br/> <a href="http://www.youthsporttrust.org/media/13733365/evidencing_the_impact_template_guidance.pdf">http://www.youthsporttrust.org/media/13733365/evidencing_the_impact_template_guidance.pdf</a></p> <p>For secondary schools ( not statutory ) advice ;- publish some information about the promotion of healthy lifestyles in you school/academy –see above why !</p> |   | <p><b>should be more visible.</b><br/> <i>Advice - could the proposed sports week be extended to encompass sports <b>and healthy living aspects?</b></i></p>  |
| <p><b>Special educational needs (SEN) report</b><br/> This should be updated annually</p> <p>If your school is a maintained school, then your governing body must publish a report on the school's policy for pupils with SEN.<br/> The report must comply with:</p> <ul style="list-style-type: none"> <li>• section 69(2) of the Children and Families Act 2014</li> <li>• regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014</li> </ul>  | x | <p>SEND is helpfully located in one area and includes Local offer, the report and a policy on supporting pupils with medical needs. The SEND report is set out usefully as a series of questions and answers but it does not, as presented, fully meet statutory requirements. Some of the information is in the policy and needs to transfer to the report. <i>The information should preferably read as a report style and updated information on events /training/SEND pupils from the previous year would make the report</i></p> |



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| <b>The report must include details of:</b>   |   |   | <i>outstanding.</i>   |
| <ul style="list-style-type: none"> <li>The kinds of SEN that are provided for</li> </ul>   | x |   | No specific information provided however in policy.   |
| <ul style="list-style-type: none"> <li>Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)</li> </ul>  |   | x | To identify needs liaison with preschool, if appropriate and parents takes place. Also CT observations of lack of progress may indicate a need. If necessary a wide range of diagnostic tests are undertaken including dyslexia and baseline motor skills. Name of contacts itemised. Fuller details in policy. |
| <ul style="list-style-type: none"> <li>Arrangements for consulting parents of children with SEN and involving them in their child's education</li> </ul>   |   | x | Open door policy, target reviews and advice on activities to support learning at home.  |
| <ul style="list-style-type: none"> <li>Arrangements for consulting young people with SEN and involving them in their education</li> </ul>  |   | x | Other than discussing targets little information is provided – this is detailed in the policy.  |
| <ul style="list-style-type: none"> <li>Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</li> </ul>  |   | x | Variety of assessments used including PIVATS, SLT monitoring and 6 formal assessments. Termly a focus is decided with parents and targets reviewed with pupils.   |
| <ul style="list-style-type: none"> <li>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</li> </ul> |   | x | Induction programme for EYFS and additional induction meetings for SEND pupils. Moving up day in school and there is a "MOTHS" programme to alleviate transition to high school. All additional meetings with staff.  |
| <ul style="list-style-type: none"> <li>The approach to teaching children and young people with SEN</li> </ul>  | x |   | There is a section on modifying approaches but this is really adaptations to the curriculum. <i>A statement about inclusive education and a brief philosophy/vision is usually presented.</i> This is detailed in the opening statement of the policy and needs to be in this report.                           |

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| <ul style="list-style-type: none"> <li>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</li> </ul>  | x | <p>The curriculum is differentiated to meet individual need and various approaches are undertaken i.e. 1:1 interventions and booster classes.</p> <p>I pads are used for some pupils and specialist equipment is available from occupational . There is <i>no clear reference to any environmental adaptations for learning</i> – this is itemised in policy.</p>  |
| <ul style="list-style-type: none"> <li>The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured</li> </ul>  | x | <p>Report says all staff receive training – <i>give details what this involves.</i></p>  |
| <ul style="list-style-type: none"> <li>Evaluating the effectiveness of the provision made for children and young people with SEN</li> </ul>  | x | <p>No specific information provided</p>  |
| <ul style="list-style-type: none"> <li>How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.</li> </ul>   | x | <p>Extra-curricular activities are available and adjustments are made. There are no details how many SEND pupils attend any activities or what adjustments have been undertaken. Needs further clarification.</p>  |
| <ul style="list-style-type: none"> <li>The support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</li> </ul>       | x | <p>All pupils are taught about bullying and friendships. Additional support is provided by ELSA groups. <i>However it is not clear what these and are they specifically for SEND pupils or how many SEND pupils attend and what activities are undertaken ?</i></p> <p><i>There is a well-being co-ordinator but specific activities with SEND pupils are not detailed. The information given is not rigorous enough to ascertain whether this is fully compliant in this section.</i></p> |
| <ul style="list-style-type: none"> <li>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families</li> </ul> | x | <p>A CAF is used to assist families with a range of agencies working with them. A variety of agencies are involved including physiotherapists, family wise, paediatricians, and the SEND support service.</p>  |



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| <ul style="list-style-type: none"> <li>• Arrangements for handling complaints from parents of children with SEN about the provision made at the school</li> </ul>   |  |  | x | Reference made to the school complaints policy and initial contact with CT, SENCO, HT or governor.  |
| <ul style="list-style-type: none"> <li>• The arrangements for admission of disabled persons as pupils at the school;</li> </ul>   |  |  | x | No specific information provided.   |
| <ul style="list-style-type: none"> <li>• The steps taken to prevent disabled pupils from being treated less favourably than other pupils;</li> </ul>  |  |  | x | The playground is accessible to all pupils but what else is undertaken - e.g. risk assessments, extra provision ?                           |
| <ul style="list-style-type: none"> <li>• The facilities provided to assist access to the school by disabled pupils;</li> </ul>  |  |  | x | Information about access to playground, disabled toilets, hoists and a changing table and shower. Report says whole building is accessible. |
| <ul style="list-style-type: none"> <li>• The plan prepared by the governing body under paragraph 3 of Schedule 10 of the Equality Act 2010 ( accessibility plan)</li> </ul>   |  |  | x | No plan located.  |
|   |  |  |   |   |
| <p><b>Charging and remissions policies</b></p> <p>The policies must include details of:</p> <ul style="list-style-type: none"> <li>• the activities or cases for which your school will charge pupils' parents</li> <li>• the circumstances where your school will make an exception on a payment you would normally expect to receive under your charging policy</li> </ul> <p>updated guidance was published in October 2014<br/> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365929/charging_for_school_activities_-_October_2014.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/365929/charging_for_school_activities_-_October_2014.pdf</a></p> |  |  | x | Fully compliant – fabulous, this is very unusual!   |

## Values and ethos

A statement of your school's ethos and values.

x There is a distinct section helpfully on mission, vision and aims.  
The vision (ethos?) includes that everyone at the school is encouraged to be responsible and is equipped with the skills to succeed in life by going the extra mile.  
A range of aims gives further clarification on how this will be achieved. The welcome HT statement says, "we learn, enjoy and achieve". Are these the school values? This is in tiny writing below the butterfly emblem on the website.  
Information is given that broadly covers this area but the school is probably underselling itself here.  
*Advice - Pictures and examples of how pupils live out the "logo" would emphasise these far more. Link this to church school information and the BV policy statement with a gallery of pictures or pupil statements. Also school rules section would fit in well here.*

### **Non statutory – Church Schools**

*For church/ religious foundation schools the trustees would also expect a statement about the faith and links with local and national networks*

For SIAMS inspection and general information include on website

Religious Education Policy

Worship arrangement's and Policy

Links to local church /diocese/ worldwide faith/denomination community

Any particular awards celebrating this aspect of the school/academies life

x

The mission statement identifies a Christian ethos “Preparing children today for a new tomorrow; nurturing their dreams, hopes and aspirations **within our Christian values and principles.**” The vision also identifies that at the school “pupils should experience God’s loving care “and that “the aims of the school wish to promote the wider church community and Christian values”. The HT’s welcome statement makes clear it is a Christian school; - “St. Thomas’, which is a Voluntary Controlled Church of England School, is a very special place. We seek to promote the spiritual, moral, cultural, intellectual and social development of pupils based on the Christian principles of love, service and tolerance. God is at the heart of all we do.” The RE curriculum section has a subject policy statement.

*The community tab section would be an opportunity to provide links with local churches and the wider C of E Church. Details of latest SIAMS reports and collective worship, are often clearly signposted on church school websites.*

*Some school “Christian” values are itemised in the BV policy but there is no obvious statement about how these are encouraged. The school should make this transparent. I suggest that you link this to the section on mission etc. and group it under a values and ethos title and to celebrate this aspect of your school life.*

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| <p>The published information that demonstrates the school's compliance with the Public Sector Equality Duty, and the equality objectives that have been set.</p> <p><i>These are <b>statutory</b> requirements, with a <b>recommendation</b> that they be published on the school website. The equality information and objectives statement should be reviewed at least every 4 years.</i></p> <p><a href="http://www.equalityhumanrights.com/publication/public-sector-equality-duty-guidance-schools-england">http://www.equalityhumanrights.com/publication/public-sector-equality-duty-guidance-schools-england</a> Provides guidance for schools last revised September 2014</p> | x | <p>There is an equal opportunities statement, which has 2 aims. There is a list of strategies and actions to ensure these are upheld. The policy needs to make clear if these are the equality objectives.</p> |
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| <p><b>Safeguarding information</b></p> <p><b>“ Ofsted will consider on the website... the presence and suitability of the safeguarding guidance, taking into account current government requirements.....”</b></p> <p>Safeguarding is everyone’s responsibility in school and this is underlined in the New Common inspection framework and key documents</p> <p>Keeping children safe in education July 2015<br/> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447595/KCSIE_July_2015.pdf</a> ,</p> <p>Protecting children from radicalisation: the prevent duty<br/> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf</a></p> <p>and Working together to safeguard children<br/> March 2015<br/> <a href="https://www.gov.uk/government/publications/working-together-to-secure-children-2">https://www.gov.uk/government/publications/working-together-to-secure-children-2</a></p> <p>Does the safeguarding policy include :-</p> <p>Names of the designated lead person ( certificate within 2 years paragraph 40 KCSIE) ) Important if anybody wants to report an issue.</p> <p>Outlines the signs and symptoms of abuse.</p> <p>Explains managing disclosures.</p> <p>The date created and when reviewed</p> | x | <p>There is a helpful distinct safeguarding section and the documents are much better than many websites. <i>Advice; - link safeguarding information to the as e-safety section and to guidance for parents and pupils. Also leaflet on cyber bullying could be located here.</i></p> <p>The safeguarding policy includes allegations against staff, safer recruitment, disqualification by association, guidance on photography and images outlines use of <b>images but not how they will be kept or on what equipment they will be taken.</b> The e-safety policy states that images must be taken in a “respectful manner”. Different types of abuse are identified such as physical, emotional, sexual and neglect. Issues such as modern slavery, FGM, the Prevent duty and CSE are also mentioned.</p> <p>Clear details of contacts in safeguarding policy, and DSP training listed in record and policy. Very helpful additional training record in safeguarding section, which includes “catch ups”. <i>When has any governor training been undertaken? Who has undertaken</i></p> |
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| <p>The child protection policy and procedures should be reviewed annually (see-statutory policies for schools DfE at <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/357068/statutory_schools_policies_Sept_14_FINAL.pdf</a> ) .</p> <p><b>How cameras and mobile phones will be used especially in EYFS.</b></p>  |  | <p><i>safer recruitment training?</i> The designated teacher for CIC is itemised in a separate policy regarding this area.</p> <p><i>Who is responsible for maintaining all records such as the signed list of KCSIE documents for all staff and governors?</i> An intimate care policy outlining procedures for protection of staff and children further supports the safeguarding agenda.</p>   |
| <p>Evidence for the protection of pupils from the risk of radicalisation by promoting British views and enabling them to challenge extremist views ( pg 5 prevent )</p> <p>E.g. activities, events, training, policy evidence</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf</a> =The prevent Duty advice for school pub.July 2015</p> |  | <p><input checked="" type="checkbox"/> In the BV policy it states that the prevent team will visit, discuss and work with children around the topic of extremism when appropriate – <i>is there an example of this?</i></p> <p>Staff have also had basic counter terrorism training to improve awareness. Prevent training is listed in the training record.</p> <p><i>Have governors also had training and are certificates/evidence collated?</i></p> |

Information for parents/carers and pupils on online safety and reporting procedures i.e. the CEOP button , think u know website and an INTERNET safety awareness day

Schools should make visible their on line safety guidance through e.g. policies, agreements and information in the computing curriculum.

<https://www.gov.uk/government/news/new-measures-to-keep-children-safe-online-at-school-and-at-home>

**Under the proposals published 22<sup>nd</sup> December 2015 for consultation, all schools will:**

- need to have appropriate filters and monitoring systems, so that no child can access harmful content via the school's IT systems and concerns can be spotted quickly
- be required to ensure that they teach their pupils about safeguarding, including online

Useful general advice at ; - <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/487974/Social\\_Media\\_Guidance\\_UKCCIS\\_Final\\_18122015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487974/Social_Media_Guidance_UKCCIS_Final_18122015.pdf) - A good document for parents to post on your internet about social media

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/487973/ukccis\\_guide-final\\_3\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/487973/ukccis_guide-final_3_.pdf) - comprehensive advice and guidance

✘ A very comprehensive exemplary section.

The year 5 PSHE curriculum examines how to stay safe on line when communicating with friends. In year 6 this is extended to gaming and social media.

The computing policy recognises “ the gravity “ of risk and the importance of informing pupils of on line safety including potential risks, age appropriate sites and digital safety issues in chat rooms and face book forums. Staff are reminded to visit rules regularly with pupils and monitor sites. Reference to e-safety is made in the RE, PE, Art and Music subject policies. Every classroom has an e -safety display. E-safety is a persistent framework to the computing curriculum.

There is webpage information detailing cyber bullying and reporting issues. DfE guidelines on cyber bullying are posted in the policies section offering helpful advice.

The e-safety policy includes guidelines for internet use, managing systems, publishing content and complaints. The school audits provision to ascertain that the policy is adequate.

There is an additional social media policy, snapchat guide, Xbox control information and useful website safety addresses.

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| <p>Examples of safety training for staff and pupils ie Bikeability, first aid, road safety, mental health, any recent certificates or award? Are there any opportunities in the broad and balanced curriculum including e.g., sex education, staying safe from drugs and alcohol , or healthy lifestyles and eating?</p>   |  | <p>✔ A comprehensive variety of safety measures are identifiable for pupils and staff.</p> <p>In science and PE healthy lifestyles are taught. Drama and literacy use stories to consider issues related to relationships and health. Hygiene and Healthy eating is covered in PSHE in year 1 and 2. Long-term plan for PSHE itemises “Healthy me” and in Year 6 evaluation of substances such as alcohol and drugs and responsible use of them and .also child sexual exploitation are discussed.</p> <p>In the BV policy computing lessons Issues regarding e-safety are covered and in, assemblies, outside organisations such as Road Safety, NSPCC, and Young Carers are identified areas where pupils are taught about safety.</p> |
| <p><b>A medical needs policy</b><br/> <a href="http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/PPY194.pdf">http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/PPY194.pdf</a> a good practice guide<br/> <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf</a> DFE document Supporting pupils at school with medical conditions (2014)</p> |  | <p>✔ This outlines expectations and that the school aims to support pupils.</p> <p><i>The document says “there is a need for proper documentation” – more information about recording of when medicines have been administered would be helpful. Where are such medicines to be kept and what is the security around them?</i></p>   |

## Other worthwhile tips and information to include

\*Ofsted.. information about the promotion of equality of opportunity and other information for parents...’’

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| <p>Details on the promotion of British values<br/>           Inspection Handbook paragraph 135<br/> <a href="https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015">https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015</a></p> <p>British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</p> |          |          | <p><b>x</b></p> <p>There is a British values policy which outlines the DfE definition and government advice/rational for this policy. For each definition a variety of school, examples are given i.e. volunteering, visits from the police and celebration of significant religious festivals from different faiths. An additional appendix gives more examples and how these also link to school values<br/> <i>The school council section when complete should be added as a link here.</i></p> |
| Headteacher’s name with first name or initial (Mrs J Smith or Mr Richard Jones)  |          | <b>x</b> | In who’s who section.  |
| Names of staff, including teachers, teaching assistants, midday supervisors, caretaker, with responsibilities (Head of Y6, SENCO, Science Coordinator)   |          | <b>x</b> | Most staff in who’s who but some support staff, i.e. caretakers and midday assistants missing?   |
| Google maps link. Directions, especially if parking or access are complicated.   |          |          | <b>x</b> Map on contact page.  |
| Information about disabled access  |          | <b>x</b> | The SEND policy says that the site is fully accessible his could be better signposted.   |
| Events calendar (eg sporting fixtures, concerts, Book Day, non-uniform day)  | <b>x</b> |          | There is a calendar not yet uploaded.  |
| Term dates   |          |          | <b>x</b> on opening home page – until 2017   |
| Times of school day, lessons, and assemblies   | <b>n</b> |          | Not located  |
| After school clubs, and extra-curricular activities  |          |          | <b>x</b> There is a tab to various clubs and activities.   |



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| Complaints policy<br><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/489056/Best_Practice_Advice_for_School_Complaints_2016.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/489056/Best_Practice_Advice_for_School_Complaints_2016.pdf</a> |  |  | x | Clear staged policy with form attached.   |
| A link to your VLE, with instructions on how to get a parent's password  |  |  | x | Not located.  |
| Newsletter and copies of letters to parents  |  |  | x | A variety of regular newsletter giving a range of helpful information, latest 8 <sup>th</sup> January.      |
| Link to Parent View  |  |  | x | Not located   |
| Your twitter feed, if you have one.  |  |  | x | <a href="#">@stthomascofe</a> details on contact page.  |
| Uniform list, with contact details for local suppliers (& downloadable order form)   |  |  | x | Not located   |
| Downloadable permission slips for school trips (not legally necessary)   |  |  | x |   |
| A homework timetable, with handing-in dates. Spellings list.   |  |  | x | In maths area Split boxes – My maths – Games – Maths Dictionary are listed.<br>No other information located |
| Information about the PTA or Parents Forum   |  |  | x | Not located   |
| Gallery of children's work   |  |  | x | Gallery of 5 photos but there are other photos on the site. I expect this is being developed.               |
| Links to Local Authority Schools website and Gov.UK education pages  |  |  | x | Not located.  |
| Snow and bad weather policy, with a link to the local radio station Snow Line  |  |  | x | Not located.  |
| School policies: Additional policies include freedom of information and an attendance policy . NB sometimes policy link goes directly to sports and pupil premium information and other times correctly to policies.   |  |  |   |   |
| There is other helpful information for parents including about school dinners, training school, singing school, speaker of the week ( great videos !)<br>Some areas have yet to be completed e.g class pages, latest news and school farm  |  |  |   |   |

| Other ideas to consider  | optional ideas indication only given if you have them on your website |  |
|--|---|--|
| A feedback page, explaining how parents' questions and suggestions have been acted on ("You told us there was a problem with parking near the school on parents' evenings, so we have .....") (See <a href="http://www.ballgreen.stoke.sch.uk/parents">http://www.ballgreen.stoke.sch.uk/parents</a> )   |   |  |
| General guidance on showing children's photographs is that where these are used, names of children should not be given, and vice versa. See examples policy on using images<br><a href="https://www.google.co.uk/search?q=guidlines+on+the+use+of+images+on+school+websites&amp;ie=utf-8&amp;oe=utf-8&amp;gws_rd=cr&amp;ei=bS4FVpfGLYvTUeLMpcAH">https://www.google.co.uk/search?q=guidlines+on+the+use+of+images+on+school+websites&amp;ie=utf-8&amp;oe=utf-8&amp;gws_rd=cr&amp;ei=bS4FVpfGLYvTUeLMpcAH</a> (and an example <a href="#">Policy on Use of digital &amp; video images</a> . | x   | Information in e-safety section on this. |
| A translate button <a href="https://translate.google.com/manager/website/">https://translate.google.com/manager/website/</a> , or key pages in languages that your parents use. <a href="http://www.primaryresources.co.uk/letters/">http://www.primaryresources.co.uk/letters/</a>  |   |  |
| FAQ page and / or Ask Us page  |   |  |
| News feeds   |   |  |
| Short videos on how to help your child with their reading, or showing how you teach multiplication)  |   |  |
| Icons for awards that the school has gained. eg Arts Mark, Investors in People   |   |  |
| Links to websites, such as CBeebies, TES Resources & local community sites   |   |  |
| Discussion page – eg memories of the school opening) and links to social networking sites  |   |  |
| Links to the feeder schools websites, and advice from ex-pupils about transition   |   |  |
| A jargon buster glossary and list of acronyms<br><a href="http://www.clerktogovernors.co.uk/acronyms-and-abbreviations/">http://www.clerktogovernors.co.uk/acronyms-and-abbreviations/</a>   |   |  |
| What about a secure section designed for Ofsted, containing directions to the school, the SEF, SDP, school policies, governors' contact details etc.? Give login details to the lead inspector when you get the phone call (or the knock) ...  |   |  |

**Basic web design rules –**

**Top tips for your own review and choice Think about your different audiences and how they might respond**

Consistent design with pleasing colour scheme and legible <http://webdesign.about.com/od/fonts/qt/web-safe-fonts.htm>

Compliance with accessibility guidelines eg. image captions for use by screen readers

Links that work

Pages that download in reasonable time

Easy navigation to and from each section

Correct grammar, spelling and appropriate language <http://read-able.com/>

Avoid having “Under Construction” pages, old news or incorrect information.

**Disclaimer : this form, to the best of my knowledge, is accurate at time of review. If you know of any updates or good ideas, which have not been included, please inform me to amend the form for future use! Thank you**