**Academies Website Information checklist**

*Please note: you need to check your funding agreement to find out exactly what information you must publish on your website.*

**September 2025**

| **Information required on website** | **In place**  ** or X** | **Action to be taken** |
| --- | --- | --- |
| **MANDATORY** |  |  |
| **The academy’s contact details**  Your website should include the:   * name of your school or college * postal address of your school or college * telephone number of your school or college * name of the member of staff who deals with queries from parents and other members of the public * name of the headteacher or principal * name and address of the chair of the governing body (if you have one) * name and details of your SEN co-ordinator (SENCO) unless you’re a special academy   If you’re an academy, you should publish the website, address and telephone number of your academy trust. |  |  |
| **Publication of school opening and closing hours** Schools should publish on their website their opening and closing times, and the total time this amounts to in a typical week (for example, 32.5 hours). Schools should show the compulsory times they are open. This time runs from the official start of the school day (morning registration) to the official end of the compulsory school day. It includes breaks, but not optional before or after school activities.  **https://www.gov.uk/government/publications/length-of-the-school-week-minimum-expectation** |  |  |
| **Ofsted report**  You must do one of the following:   * publish a copy of your school’s most recent Ofsted report * publish a link to the webpage where users can find your school’s most recent Ofsted report |  |  |
| **Pupil premium and recovery premium**  All schools that receive pupil premium funding must publish a pupil premium strategy statement each year by 31 December.  In the strategy statement you must explain how your pupil premium and recovery premium is being spent and the outcomes that are being achieved for pupils. It’s important that parents and governors understand this, and you should write it with them in mind.  You must also use the DfE template to produce your statement. This can be found alongside completed examples and guidance on the pupil premium guidance page.  <https://www.gov.uk/government/publications/pupil-premium>  The template has been designed to ensure that your statement reflects the requirements in the pupil premium conditions of grant.  The DfE recommends that you plan your pupil premium use over 3 years. If you do so, you are still required to update your statement each year to reflect your spending activity for that academic year and the impact of pupil premium in the previous academic year. |  |  |
| **PE and sport premium for primary schools**  If your school receives [PE (physical education) and sport premium funding](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools), you must publish, by 31 July each year:   * the amount of premium received * a full breakdown of how it has been spent * the impact the school has seen on pupils’ PE, physical activity, and sport participation and attainment * how the improvements will be sustainable in the future   By 31 July each year, you are also required to publish the percentage of pupils within your year 6 cohort who 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 * perform safe self-rescue in different water-based situations   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.  If a school downloads a copy of its digital form return and uses this as its published report, it must ensure the form is converted to HTML format. This is to meet accessibility requirements. |  |  |
| **Curriculum**  Academies must publish their policy on relationships education or relationships and sex education. They should consult parents and carers when developing and reviewing it. It must meet pupils’, parents’ and carers’ needs, and reflect the community the academy serves. Academies must also publish:   * information to make parents and carers aware they have the right to withdraw their child from all or part of RE * the content of your school curriculum in each academic year for every subject - this includes mandatory subjects such as religious education, even if it is taught as part of another subject or subjects, or is called something else * the names of any phonics or reading schemes you’re using in key stage 1 * a list of the courses available to pupils at key stage 4, including GCSEs * how parents or other members of the public can find out more about the curriculum your school is following   You must also set out how over time you will increase the extent to which disabled pupils participate in the school’s curriculum, as part of your school’s accessibility plan. There are more details in the [special educational needs and disabilities section](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#send).  Alongside the content of their **music curriculum**, all schools are expected to publish information about their music development plan. A [template](https://www.gov.uk/government/publications/school-music-development-plan-summary-template) is available to support with this.. |  |  |
| **Remote education**  You should publish information about your school’s [remote education provision](https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools/providing-remote-education-guidance-for-schools) on your website. |  |  |
| **Performance tables** If you’re an academy or college, you should publish a link to the [school and college performance tables](https://www.compare-school-performance.service.gov.uk/) and your school or college’s performance tables’ page. |  |  |
| **Test, exam and assessment results**  **Key stage 2**  Primary schools must publish their most recent key stage 2 performance measures, as published by the Secretary of State, comprising:   * their progress scores in:   reading  writing  maths   * 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  **Key stage 4**  Secondary schools must 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 who achieved 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)   They should also publish:   * 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)  **Key stage 5 (16 to 18)**  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:   * attainment measures * retention measures * destination measures   They do not have to publish the following performance 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 |  |  |
| **Information on admission arrangements**  Admission arrangements for all mainstream academy schools, other than academy special schools, alternative provision or stand-alone 16 to 19 institutions, must comply with the [School Admissions Code](https://www.gov.uk/government/publications/school-admissions-code--2) and the [school admission appeals code](https://www.gov.uk/government/publications/school-admissions-appeals-code).  *September admissions – normal point of entry*  By 15 March each year, the trust 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 the trust considers applications for places in each relevant age group (that is, the age group in which children are normally admitted to its schools) * how many children the trust intends to admit in each relevant age group (known as the published admission number, or PAN) * what a parent or carer needs to do if they want to apply for their child to attend one of the trust’s schools * how the trust allocates places if there are more applicants than places available.   Where applicable, the trust must also explain how:   * children applying to a selective school are selected for a place * 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 31 August each year, the trust 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 trust manages those applications, it must provide:   * an application form * supplementary information, if necessary   If the local authority manages those applications, the trust must publish a link to the in-year application co-ordination scheme.  *Admission appeals*  By 28 February each year, the trust must publish a timetable setting out how it will organise and hear admission appeals. This 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 a 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 |  |  |
| **Exclusions policy**  If you are an academy or free school other than a 16 to 19 academy, you should publish details of your policy for excluding pupils. |  |  |
| **Behaviour policy**  You should publish their behaviour policy, including their anti-bullying strategy. Guidance on [developing and publishing a behaviour policy](https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools) is available. |  |  |
| **Attendance Policy**  The policy should be easily accessible to leaders, staff, pupils, and parents, including being published on the school’s website. |  |  |
| **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 disability (SEND) information**  You must publish an information report on your website about the implementation of your school’s policy for pupils with SEN. You should update the report at least annually.  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, meaning that it 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 on this is contained in paragraphs 6.79 to 6.82 of the [special educational needs and disability code of practice: 0 to 25 years](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)   information on:   * the arrangements for the admission of disabled pupils * the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils * the facilities you provide to help disabled pupils to access the school * the plan prepared under [paragraph 3 of schedule 10 to the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) (accessibility plan) for: * increasing the extent to which disabled pupils can participate in the school’s curriculum * 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 or services provided or offered by the school * improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled |  |  |
| **Charging and remissions policies**  Academies should 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   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. Academies are required by their funding agreement to comply. |  |  |
| **Complaints procedure**  All academies and trusts (with the exception of 16-19 academies) must have a complaints procedure that meets the requirements in the standard at the [Education (Independent School Standards (England) Regulations 2014](http://www.legislation.gov.uk/uksi/2014/3283/schedule/made) Schedule 1, Part 7. The complaints procedure must be available to parents and carers of children attending an academy. Academy schools must publish the details of any arrangements for handling complaints from parents and carers about the support they provide for pupils with special educational needs (SEN). They must do this as part of their [SEN information report](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#special-educational-needs). |  |  |
| **Child Protection policy** (not mentioned on DfE website page, but in Keeping Children Safe in Education) |  |  |
| **Whistleblowing Policy** |  |  |
| **Public sector equality duty**  [The Equality Act 2010: advice for schools](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools) outlines how your school can demonstrate compliance with the public sector equality duty – for example, including details of how your school is:   * 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 takes to promote equality and eliminate discrimination - affected people could include parents, pupils, staff and members of the local community   As public bodies, local authority-maintained 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:   * details of how your school complies with the [public sector equality duty](http://www.legislation.gov.uk/ukpga/2010/15/section/149) - you must update this every year * your school’s equality objectives - you must update this at least once every 4 years |  |  |
| **Accessibility plan** |  |  |
| **Data protection**  In accordance with the Data Protection Act 2018 you should publish the following documents:   * Data Protection Policy (review every 2 years) * Privacy notice for staff workforce * Privacy notice for parents and pupils * ICO model publication scheme * Information guide   https://essexprimaryheads.co.uk/info-and-documents/data-protection/ |  |  |
| **Governance details – set out in the Academies Financial Handbook:**  Academy Trust must publish the following in an easily accessible format on their website:   * a memorandum of understanding * their articles of association * the names of trust members and academy trustees * the relevant business and financial interests of members, trustees, local governors and accounting officers * their funding agreement * any supplemental funding agreement * up-to-date details of governance arrangements   Further guidance is available in the academy trust handbook.  The DfE website suggests that you may wish to simply publish your governors’ handbook, which should include all this information. |  |  |
| **Collecting and publishing governing board diversity data**  Diversity is important and the DfE wants governing boards to be increasingly reflective of the communities they serve.  The DfE is encouraging academy trust boards to collect and publish governing board members’ diversity data. Information must be widely accessible to members of the school community and the public. Board members can opt out of sharing their information, including protected characteristics, at any given time including after publication.  Academy Trusts must ensure that individuals cannot be identified through the publication of data, particularly when board member levels are low. Read more about this in the [data protection toolkit for schools](https://www.gov.uk/guidance/data-protection-in-schools) and [Equality Act 2010: advice for schools](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).  There is no prescriptive way to collect diversity data from volunteers; this needs to be done on a voluntary basis. Trusts may prefer to adopt a similar approach to how they collate the diversity data of pupils. |  |  |
| Academies and colleges should publish **a statement of their ethos and values** |  |  |
| **Annual reports and accounts**  Academy trusts must publish their audited annual report and accounts on their website by 31 January each year. Guidance is available in the [academy trust handbook](https://www.gov.uk/guidance/academy-trust-handbook/part-4-annual-accounts-and-external-audit). Academy trusts must publish their audited annual report and accounts on their website by 31 January each year. Guidance is available in the [academy trust handbook](https://www.gov.uk/guidance/academy-trust-handbook/part-4-annual-accounts-and-external-audit). |  |  |
| **Executive Pay**  You must publish how many employees have a gross annual salary and benefits of £100,000 or more. You should publish these figures in £10,000 increments. More details are included in paragraph 2.32 of the [Academies financial handbook](https://www.gov.uk/government/publications/academies-financial-handbook). |  |  |
| **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.  What schools with 250 or more employees may wish to publish  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.  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   What schools with fewer than 250 employees should publish  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  Guidance on [who counts as an employee](https://www.gov.uk/guidance/who-needs-to-report-their-gender-pay-gap#headcount) is available.  For schools 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. |  |  |
| **Web Content Accessibility Statement**  <https://www.gov.uk/government/publications/sample-accessibility-statement>  A link to your statement **should be easy to find on your website homepage**, or made available on every web page. It should be prominent, for example in a static header or footer. |  |  |
| **Careers programme information (secondary schools)**  Secondary academies and 16 to 19 academies must 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 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. |  |  |
| **GOOD PRACTICE** |  |  |
| A link to Parentview is recommended by Ofsted (but not mandatory) |  |  |
| Additional information about the governing body, including Code of Practice etc |  |  |
| School policies and procedures, particularly those of interest to parents: School Uniform, Visiting Speakers etc |  |  |
| Information on how British Values are promoted |  |  |
| Term dates for the current and future academic years (if determined) |  |  |

**Requests for copies**If a parent requests a paper copy of the information on your school’s website, you must provide this free of charge.

Current version of the checklist as at January 2025 – check the DfE website for updates at a later date.   
<https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online#history>