

# What maintained schools must publish online

## St Andrew's Church of England Primary School

We believe that 'Everyone is different. Everyone is special'. As Jesus taught us to love unconditionally, so we strive to nurture respect for all; to provide a rich and stimulating curriculum that considers the individual; and to care for the intellectual, social and spiritual well-being of our whole school community - encouraging positive engagement with the wider world, as affirmed through our school values and parable of the Good Samaritan.

Jesus said, "Love the Lord your God ..." and, "Love your neighbour as yourself." Luke 10:27



At St Andrew's we are committed to keeping pupils and staff safe. Our school policies are an essential part of the way we safeguard all members of our diverse school. We support democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These principles help us to listen to each other and learn from each other to create a safe and rich learning environment for pupils and staff alike.

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The government guidance (last updated May 2024) on which this guidance is based can be found at:  
<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

## **St Andrew's CE Primary School**

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### **This guidance is for maintained schools.**

It gives an overview of the information:

- that must be published
- the Department for Education (DfE) recommends should be published

### **Why information must be published**

Every maintained school must publish specific information on its website to comply with:

- the [School Information \(England\) Regulations 2008](#), as amended by the [School Information \(England\) \(Amendment\) Regulations 2012](#) and [2016](#)
- other relevant legislation, including:
  - the [Equality Act 2010](#)
  - the [Children and Families Act 2014](#)

Schools that do not have their own website must publish this information on an alternative website and provide parents and carers with a link to it.

## Admission arrangements

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](#).

Guidance on [developing and publishing a behaviour policy](#) is available.

## Charging and remissions policies

Schools must publish their:

- charging policy, giving details of activities for which they will charge parents and carers
- remissions policy, giving details of any 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](#) is available. [Sections 449 to 462 of the Education Act 1996](#) set out the law on charging in schools maintained by local authorities.

## Complaints policy

Schools must publish their complaints policy to comply with [section 29 of the Education Act 2002](#).

The [best practice guidance](#) 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](#).

## Contact details

All schools must publish:

- their postal address
- their telephone number
- the name of the member of staff who deals with queries from parents and carers, and the public

Mainstream schools must also publish the name and contact details of their [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) – this applies even if it is 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
- an accessibility plan that sets out how, over time, they will increase the extent to which [disabled pupils](#) participate in the curriculum

Schools with key stage 1 provision must publish a list of any phonics or reading schemes they use. Alongside the content of their music curriculum, all schools are expected to publish information about their music development plan.

### **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](#)

### **Governance information**

Schools must publish information about their governing body and its committees, in line with the [constitution of governing bodies of maintained schools](#).

Schools should publish information about:

- their structure
- their responsibilities
- each governor or associate member
- governors' or associate members' relevant business and financial interests
- whether associate members have voting rights

DfE also 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 schools may choose to follow a similar approach to that they use to collate 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](#) and [data protection in schools](#) is available.

### **Ofsted reports**

Schools must publish either a:

- copy of their most recent Ofsted report, or
- link to the report on the [Ofsted website](#)

### **Pay gap reporting**

Schools with 250 or more employees must, in line with the [Equality Act 2010 \(Gender Pay Gap Information\) Regulations 2017](#):

- report their gender pay gap information to the government via the [gender pay gap service](#)

- publish this information in a prominent place on their website within one year of their ‘snapshot date’, which, for most public authority employers, will be 31 March

Statutory guidance on [the gender pay gap information employers must report](#) is 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

Guidance on [who counts as an employee](#) is available.

For schools interested in looking at their ethnicity pay gap, guidance for employers on [voluntary ethnicity pay reporting](#) is also available.

### **PE and sport premium**

Schools that receive [PE and sport premium funding](#) must publish, by 31 July each year:

- the amount of premium 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

The [Association for Physical Education](#) and [Youth Sport Trust](#) have jointly developed a template that can be used for recording and reporting on the premium’s impact.

By 31 July each year, schools are required to publish the percentage of pupils in their year 6 cohort 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

Further guidance is available in the [conditions of grant](#) document.

### **Public sector equality duty**

Schools must publish:

- details of how they comply with the [public sector equality duty](#), updating this every year
- their equality objectives, updating these at least every 4 years

The [Equality Act 2010: advice for schools](#) provides guidance on how schools can show they have complied, as required by the [Equality Act 2010](#) and the [Equality Act 2010 \(Specific Duties and Public Authorities\) Regulations 2017](#).

### **Pupil premium and recovery premium**

Schools that receive pupil premium and recovery premium funding must publish a strategy statement by 31 December each year.

It must explain how the:

- [pupil premium](#) and [recovery premium](#) is being spent
- school is improving outcomes for pupils by how it is spending this funding

Schools must publish the statement in the DfE template provided on the [pupil premium](#) guidance page, so it meets the requirements set out in the [conditions of grant](#) document.

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](#).

## 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 this 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](#).

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](#), the report must contain:

- the SEN information specified in Schedule 1 to the [Special Educational Needs and Disability Regulations 2014](#) – statutory guidance is available in paragraphs 6.79 to 6.82 of the [SEND code of practice: 0 to 25 years](#)
- additional information about the:
  - arrangements for the admission of disabled pupils
  - steps the school has taken to prevent disabled pupils from 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](#) 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

All schools must publish a link to the [compare school and college performance service](#) and their performance measures page on it.

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