



NORTH EAST SCHOOLS OFSTED CHECKLIST



ESSENTIALS - ALL SCHOOLS 2025



Updated for 2025

This checklist aligns with the latest Department for Education (DfE) publication requirements and Ofsted's new School Inspection Toolkit (effective November 2025). For full guidance, visit gov.uk/what-maintained-schools-must-publish-online

Contact Details

- ☐ School Name
- ☐ Postal Address
- ☐ Telephone Number
- ☐ Headteacher / Principal's Name
- ☐ Contact name for enquiries from parents and members of the public
- ☐ Name and details of the SENCO (mainstream non-special schools)
- ☐ Contact details for requesting a paper copy of the website information if required

Schools should also include:

- ☐ Name and address of the chair of governors

Academies & Free Schools should also include information on their sponsor:

- ☐ Full name, address and phone number if the owner is an individual
- ☐ Address and telephone number of the main office if the owner is a group or business.

School opening hours

- ☐ Publish your school's daily opening and closing times on your website.
- ☐ Confirm the total compulsory time pupils spend in school each week, from the official start to the official end of the school day (including breaks but excluding optional before- or after-school clubs).
- ☐ Ensure this totals at least 32.5 hours per week, in line with current Department for Education expectations.

Schools must clearly display these hours on their website so parents, staff and inspectors can easily verify that the school meets the statutory minimum.



School Uniform policy

The department produces statutory guidance on the cost of school uniforms which schools must have regard to when developing and implementing their school uniform policy. This guidance requires schools to publish their uniform policy on their website.

- ☐ If the item will be worn at certain times of the year (for example if it's a summer or winter uniform)
- ☐ Whether generic items will be accepted or must be branded
- ☐ Where items can be purchased from, including second-hand retailers

Ethos & Values

- ☐ A statement outlining the ethos, aims & values for your school or trust.

Behaviour policy

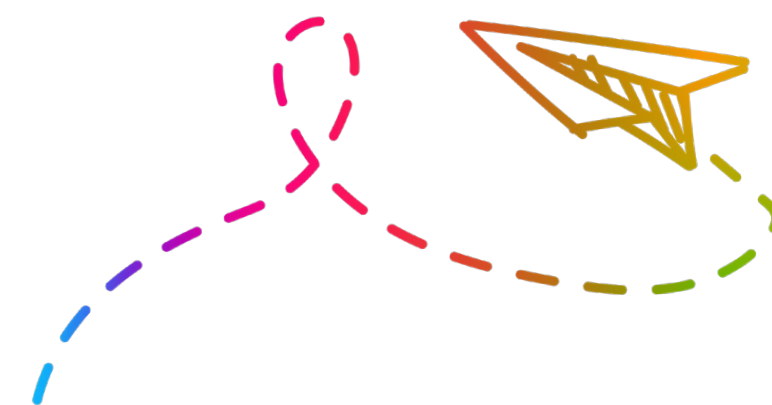
- ☐ You must publish details of your school's behaviour policy.
- ☐ The policy must comply with section 89 of the Education and Inspections Act 2006.

Pupil Premium and recovery Premium

Pupil premium funding is allocated for each financial year but the strategy should relate to each academic year. The online strategy statement should be updated by the end of each autumn term after assessing the needs of new and existing pupils. The strategy must include:

- ☐ 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.

We recommend 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.



Schools are also required to produce the following information:

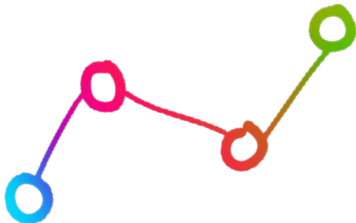
- ☐ The school’s pupil premium grant allocation amount
- ☐ A summary of the main barriers to educational achievement faced by eligible pupils
- ☐ How you will spend the pupil premium and recovery premium
- ☐ The reasons for this approach
- ☐ How you will measure the effects
- ☐ The date of the next strategic review
- ☐ How you spent the previous year’s allocation
- ☐ The effect of the last year’s spend on both eligible and other pupils
- ☐ From the 2023/2024 academic year, schools must use their PPG in line with the 3-tiered approach. Activities must be those that:
 - ☐ Support the quality of teaching, such as staff development
 - ☐ Provide targeted academic support, such as tutoring
 - ☐ Tackle non-academic barriers to academic success (attendance, behaviour, social and emotional support)
- ☐ Demonstrate how these activities have been informed and research evidence (with sources such as the Education Endowment Foundation (EEF) cited)
- ☐ All schools must use GOV.UK’s template and publish their 2023-24 statement by the end of December 2024.

Curriculum

All schools are required to publish clear, detailed information about their curriculum for every subject and year group. Inspectors will check that the website reflects your school’s curriculum intent, implementation and impact, and that parents can easily access this information.

- ☐ A clear overview of your school’s curriculum for each subject and each academic year, showing what is taught and when.
- ☐ Information about how parents and members of the public can find out more about the curriculum your school is following.
- ☐ For Key Stage 1 and Key Stage 2:
 - The name of your phonics scheme used in teaching early reading.
 - Details of your school’s approach to reading and reading schemes across the key stages.
- ☐ For Key Stage 4 (if applicable):
 - A list of the GCSE courses offered, including the qualification type and awarding body.
- ☐ A brief statement explaining your curriculum intent, implementation and impact — what your school aims to achieve through its curriculum, how it is delivered, and how you measure success.
- ☐ Evidence that your website’s curriculum information is updated at least annually, or whenever there are significant changes.
- ☐ For special schools: an outline of how your curriculum is adapted to meet pupils’ individual needs.

Curriculum information should be easy to locate (typically through a single “Curriculum” tab or section on the website) and should include downloadable or on-page content rather than relying on external links.





Admissions Arrangements

As the school's governing body determines your admission arrangements, you must publish them on your website by 15 March each year (as set out in the Admissions Code). You must keep them on your website for the whole of the offer year (the school year in which offers for places are made).

The admissions arrangements must explain:

- ☐ How you'll consider applications for each relevant age group at your school - this is the age group at which children are normally admitted to the school
- ☐ What parents should do if they want to apply for their child to attend your school
- ☐ Your arrangements for selecting pupils who apply (if you are a selective school)
- ☐ Your over-subscription criteria (how you offer places if there are more applicants than places available)
- ☐ You must also set out how your school's in-year applications will be dealt with by 31 August at the latest each year.
- ☐ If the school's governing body will manage in-year applications for your school, you must provide a suitable application form to enable parents to apply for an in-year place at your school. You must also provide a supplementary information form where necessary.
- ☐ If the school is to be a part of the local authority's in-year co-ordination scheme, you must provide information on where parents can find details of the relevant scheme.
- ☐ You must also publish a timetable for organising and hearing admission appeals for your school by 28 February each year.

This must:

- ☐ Include a deadline for lodging appeals which allows those making an appeal at least 20 school days from the date of notification that their application was unsuccessful to prepare and lodge their written appeal

Include reasonable deadlines for:

Pupil premium funding is allocated for each financial year but the strategy should relate to each academic year, The online strategy statement should be updated by the end of each autumn term after assessing the needs of new and existing pupils. The strategy must include:

- ☐ Those making an appeal to submit additional evidence
- ☐ Admission authorities to submit their evidence
- ☐ The clerk to send appeal papers to the panel and parties
- ☐ Ensure that those making an appeal receive at least 10 school days' notice of their appeal hearing
- ☐ Ensure that decision letters are sent within 5 school days of the hearing wherever possible

Community or voluntary-controlled schools where the local authority decides admissions must have:

- ☐ As the local authority manages your admissions process, refer parents to the local authority to find out about your school's admission and appeal arrangements





Governors' information and duties:

You must publish information on the governing body in line with statutory guidance on the constitution of governing bodies of maintained schools. This should include:

- ☐ Details of the structure and responsibilities of the governing body and its committees
- ☐ The full names of the chair of the governing body and chair of each committee
- ☐ Information about each governor, including their:
 - ☐ Full name, date of appointment, term of office, date they stepped down (where applicable) and who appointed them (in accordance with the governing body's instrument of government)
- ☐ Relevant business and financial 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)
- ☐ Attendance record at governing body and committee meetings over the last academic year
- ☐ You should also publish the same information for associate members making it clear whether they have voting rights on any of the committees to which they have been appointed.

Collecting and publishing governing board diversity data

Diversity is important and we want governing boards to be increasingly reflective of the communities they serve.

We encourage schools to collect and publish governing board members' diversity data. Information should 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.

Schools 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 and Equality Act 2010: advice for schools

Accounts and Annual reports

There is no prescriptive way to collect diversity data from volunteers; this needs to be done on a voluntary basis. Schools may prefer to adopt a similar approach to how they collate the diversity data of pupils.

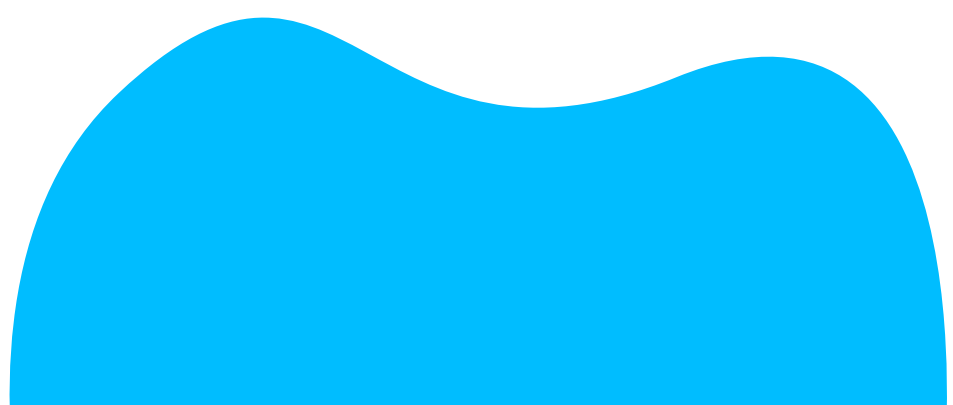
- ☐ Annual Report
- ☐ Annual Audited Accounts (must be online by the 31st January)
- ☐ Memorandum of Association
- ☐ Names of Charity Trustees and Members
- ☐ Articles of Association
- ☐ Funding Agreements
- ☐ The number of employees whose benefits exceeded £100,000
- ☐ Financial Notice to Improve (where applicable - this must be published within 14 days of the FNtI being issued and remain on the website until it has been lifted by the ESFA)
- ☐ Publish executive pay details (staff earning over £100,000).
- ☐ Publish gender pay gap data if applicable (academy trusts).

Charging and remissions policy

- ☐ The activities or cases for which your school will charge pupils' parents
- ☐ The circumstances where your school will make an exception on a payment you would normally expect to receive under the charging policy

Complaints procedure

- ☐ You must publish details of your school's complaints procedure, which must comply with section 29 of the Education Act 2002.
[Read guidance on developing your school's complaints procedure.](#)
- ☐ You must also publish (as part of your SEN information report) any arrangements for handling complaints from parents of children with SEN about the support the school provides.



ESSENTIALS - KEY STAGE 2



The following features are essential Ofsted criteria and MUST feature on your website if you provide education for pupils up to and including Key Stage 2.

Special Educational Needs Information Report Policy

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. 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
- ☐ 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 (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

Accessibility Statement

- ☐ Publish a separate accessibility statement confirming compliance with WCAG 2.2 AA standards.
- ☐ Include contact details for accessible format requests.
- ☐ Review annually to ensure accuracy.

Remote learning

- ☐ Publish information about how pupils can access remote education if it becomes necessary.
- ☐ Explain how your remote learning aligns with your in-school curriculum.
- ☐ Outline how attendance, engagement and safeguarding are maintained for pupils learning from home.

This section should reflect your school's approach to maintaining education continuity and pupil welfare during any period of remote learning.

PE & Sports Premium (if received)

- ☐ The amount of funding received for the academic year
- ☐ A breakdown of spend or planned spend
- ☐ The effect on pupil participation and attainment
- ☐ How you will ensure sustainable improvement

How many pupils within year 6 can:

- ☐ Swim competently 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

Public sector equality duty

The 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 - you must update this every year
 - ☐ Your school's equality objectives - you must update this at least once every 4 years
 - ☐ Record the date your governor diversity data was last updated.

Phonics and reading schemes

KS1 phonics and reading scheme names

Key stage 2 results

- ☐ Percentage of pupils achieving expected standard or above in reading, writing and maths
- ☐ Average progress scores in reading, writing and maths
- ☐ Average ‘scaled scores in reading and maths
- ☐ Percentage of pupils achieving a high level of attainment in reading, writing and maths

Your website will be accessed on a regular basis by your key stakeholders, so it’s important that it is frequently updated, has a clear navigation menu and is easy to use.

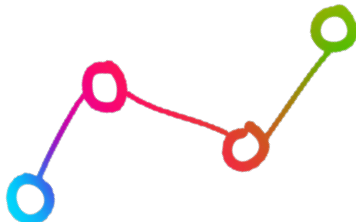
These are some of the most important non-essential content pages to consider adding to your website:

General

- ☐ Location map and directions on the contact page
- ☐ Social media links
- ☐ Vacancies information

Parents

- | | |
|---|--|
| ☐ Blogs | ☐ News |
| ☐ Calendar | ☐ Parents Forum and PTA information |
| ☐ Digital copies of letters sent home | ☐ Parent Portals |
| ☐ Downloadable copies of letters sent home | ☐ Staff lists |
| ☐ FAQs | ☐ Term dates |
| ☐ First day of school information for new pupils | ☐ Uniform list |



Pupils

- ☐ Alummi section
- ☐ Extracurricular activities and/or clubs
- ☐ Homework timetables

To assist with getting the very best out of your investment, we’ve put together a list of useful checks that will ensure your school or trust website is working hard and looking fantastic.

Ensure

- ☐ You have a memorable domain name
- ☐ There is a maximum of 6 – 8 top level navigation menu items
- ☐ You have high resolution slideshow photos (maximum of 5 or 6)
- ☐ Events are added to your calendar
- ☐ Articles are added to your news feed
- ☐ Content is ‘on page’ where possible (not lots of downloads)
- ☐ You’ve turned off your ‘urgent news’ banner if not required

Remove

- ☐ Out of date information
- ☐ Broken links or old images
- ☐ Empty or incomplete pages
- ☐ Old photographs without GDPR permissions
- ☐ Old members of staff from staff lists

Add

- ☐ Friendly URLs for key pages
- ☐ Meta-descriptions on key pages
- ☐ Alt-tags on images in content regions
- ☐ Descriptive links (e.g ‘Download our newsletter) not ‘click here’



FURTHER INFORMATION (useful links)



Ofsted:

<https://www.gov.uk/government/organisations/ofsted>

Find an inspection report

<https://reports.ofsted.gov.uk/>

Ofsted blog: schools and further education and skills

<https://educationinspection.blog.gov.uk/>

Safer Internet:

<https://saferinternet.org.uk/>

CEOP Education

<https://www.thinkuknow.co.uk/>

Internet Matters

<https://www.internetmatters.org/>



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