

## NGHS Website Compliance Check (July 2019)

### A. School or college contact details

- 1 \* your school's name
- 2 \* your school's postal address
- 3 \* your school's telephone number  
\* the name of the member of staff who deals with queries from parents and other
- 4 members of the public  
\* the name and contact details of your special educational needs co-ordinator unless
- 5 you're a special school

### Information / Weblink

- <https://www.nghs.org.uk/>  
<https://www.nghs.org.uk/contact/>  
<https://www.nghs.org.uk/contact/>  
<https://www.nghs.org.uk/contact/>  
<https://www.nghs.org.uk/contact/key-staff/>

### B. Admission arrangements

#### Foundation schools and voluntary-aided schools

- 6 \* how you'll consider applications for each relevant age group at your school
- 7 \* what parents should do if they want to apply for their child to attend your school
- 8 \* your arrangements for selecting the pupils who apply
- 9 \* your 'over-subscription criteria'

- <https://www.nghs.org.uk/admissions/>  
<https://www.nghs.org.uk/admissions/admissions-policy/>  
<https://www.nghs.org.uk/admissions/admissions-policy/>  
<https://www.nghs.org.uk/admissions/admissions-policy/>

#### Community schools and voluntary-controlled schools

- If the local authority decides your admissions, tell parents to contact the local authority
- 10 to find out about your admission arrangements.

n/a

### C. Ofsted reports

- 11 \* a copy of your school's most recent Ofsted report
- 12 \* a link to the report on the Ofsted website

- <https://www.nghs.org.uk/about-us/ofsted-report/>  
<https://www.nghs.org.uk/about-us/ofsted-report/>

## D. Exam and assessment results

### Key stage 2 results

- 13 \* average progress scores in reading, writing and maths n/a
- 14 \* average 'scaled scores' in reading and maths n/a
- \* percentage of pupils who achieved the expected standard or above in reading, writing and maths n/a
- 15 \* percentage of pupils who achieved a high level of attainment in reading, writing and maths n/a
- 16 maths

### Key stage 4 results

- 17 \* progress 8 score <https://www.nghs.org.uk/about-us/school-performance-2/>
- 18 \* attainment 8 score <https://www.nghs.org.uk/about-us/school-performance-2/>
- \* percentage of pupils who achieved a strong pass in English and maths at the end of key stage 4 <https://www.nghs.org.uk/about-us/school-performance-2/>

\* percentage of pupils achieving the English Baccalaureate . In 2017, this was the percentage of pupils achieving the EBacc, so pupils who got a grade 5 or above in English and maths, and a grade C or above in the science, humanities and language pillars of the EBacc. In 2018, the EBacc attainment measure will change to an average point score ,

- 20 showing pupils' point scores across the 5 pillars of the EBacc <https://www.nghs.org.uk/about-us/school-performance-2/>
- \* We suggest that schools also publish the percentage of students staying in education or going into employment after key stage 4 . <https://www.nghs.org.uk/about-us/school-performance-2/>

### Key stage 5 information

- \* If you are a local-authority-maintained school sixth form you should publish a link to your school's 16 to 18 performance tables page . <https://www.nghs.org.uk/about-us/school-performance-2/>

## E. Performance tables

- \* You must include a link to the school and college performance tables and your school's performance tables page. <https://www.nghs.org.uk/about-us/school-performance-2/>

## F. Curriculum

- \* the content of your school curriculum in each academic year for every subject, including Religious Education even if it is taught as part of another subject or subjects, or is called something else <https://www.nghs.org.uk/academic/>
- 24
- 25 \* the names of any phonics or reading schemes you're using in key stage 1 n/a
- 26 \* a list of the courses available to pupils at key stage 4, including GCSEs <https://www.nghs.org.uk/academic/gcse-options/>
- \* how parents or other members of the public can find out more about the curriculum <https://www.nghs.org.uk/academic/>
- 27 your school is following

## G. Behaviour policy

- 28 \* You should publish details of your school's behaviour policy. [Click Here](#)

## H. School complaints procedure

- \* You must publish details of your school's complaints procedure, which must comply with Section 29 of the Education Act 2002 . [Click Here](#)
- 29
- \* You must also publish any arrangements for handling complaints from parents of children with special educational needs about the support the school provides. [Click Here](#)
- 30

## I. Pupil premium

- 31 \* You must publish a strategy for the school's use of the pupil premium .  
*For the current academic year, you must include:*
- 32 \* your school's pupil premium grant allocation amount <https://www.nghs.org.uk/about-us/pupil-premium/>
- \*a summary of the main barriers to educational achievement faced by eligible pupils at the school <https://www.nghs.org.uk/about-us/pupil-premium/>
- 33
- \* how you'll spend the pupil premium to overcome those barriers and the reasons for that approach <https://www.nghs.org.uk/about-us/pupil-premium/>
- 34
- 35 \* how you'll measure the effect of the pupil premium <https://www.nghs.org.uk/about-us/pupil-premium/>
- 36 \* the date of the next review of the school's pupil premium strategy <https://www.nghs.org.uk/about-us/pupil-premium/>
- For the previous academic year, you must include:*
- 37 \* how you spent the pupil premium allocation [Click Here](#)
- 38 \* the effect of the expenditure on eligible and other pupils [Click Here](#)

## J. Year 7 literacy and numeracy catch-up premium

- |  |     |
|--|-----|
| 40 * your funding allocation for the current academic year                                 | n/a |
| 41 * details of how you intend to spend your allocation                                    | n/a |
| 42 * details of how you spent your previous year's allocation                              | n/a |
| * how last year's allocation made a difference to the attainment of the pupils who benefit | n/a |
| 43 from the funding  | n/a |

#### **K. PE and sport premium for primary schools**

- |   |     |
|---|-----|
| 44 * how much funding you received  | n/a |
| 45 * a full breakdown of how you've spent the funding or will spend the funding           | n/a |
| 46 * the effect of the premium on pupils' PE and sport participation and attainment       | n/a |
| 47 * how you'll make sure these improvements are sustainable                              | n/a |
| <i>How many pupils within their year 6 cohort can do each of the following:</i>           |     |
| 48 * swim competently, confidently and proficiently over a distance of at least 25 metres | n/a |
| 49 * use a range of strokes effectively   | n/a |
| 50 * perform safe self-rescue in different water-based situations                         | n/a |

## L. Special educational needs and disability information

- \* You must publish an SEN information report on your school's policy for pupils with  
51 SEN and should update it annually. [Click Here](#)
- 52 \* You should update any changes occurring during the year as soon as possible. Yes  
*The report must comply with:*  
*section 69 of the Children and Families Act 2014 , including:*
- 53 \* the arrangements for the admission of disabled pupils [Click Here](#)  
\* the steps you have taken to prevent disabled pupils from being treated less favourably  
54 than other pupils [Click Here](#)
- 55 \* the facilities you provide to help disabled pupils to access the school [Click Here](#)  
information as to the plan prepared by the governing body or proprietor under paragraph  
3 of schedule 10 to the Equality Act 2010 for:
- 56 \* increasing the extent to which disabled pupils can participate in the school's curriculum <https://www.nghs.org.uk/care-and-support/accessibility-plan/>  
\* 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,  
57 facilities and services provided or offered by the school <https://www.nghs.org.uk/care-and-support/accessibility-plan/>  
\* improving the delivery to disabled pupils of information which is readily accessible to  
58 pupils who are not disabled <https://www.nghs.org.uk/care-and-support/accessibility-plan/>  
\* regulation 51 and schedule 1 of the Special Educational Needs and Disability  
59 Regulations 2014 where appropriate <https://www.nghs.org.uk/care-and-support/accessibility-plan/>
- 60 \* section 6 of the Special educational needs and disability code of practice: 0 to 25 years <https://www.nghs.org.uk/care-and-support/accessibility-plan/>

## M. Careers programme information

- 61 \* the name, email address and telephone number of the school's Careers Leader <https://www.nghs.org.uk/academic/careers-information/>  
\* a summary of the careers programme, including details of how pupils, parents, teachers  
62 and employers may access information about the careers programme [Click Here](#)
- 63 \* how the school measures and assesses the impact of the careers programme on pupils [Click Here](#)
- 64 \* the date of the school's next review of the information published <https://www.nghs.org.uk/academic/careers-information/>

## N. Equality objectives

65 \* details of how your school is complying with the public sector equality duty - you should update this every year

[Click Here](#)

66 \* your school's equality objectives - you should update this at least once every 4 years

[Click Here](#)

## O. Governors' information and duties

*You must publish up to date:*

67 \* details of the structure and responsibilities of the governing body and its committees

<https://www.nghs.org.uk/about-us/governance/>

68 *information about each governor, including their:*

<https://www.nghs.org.uk/about-us/governance/>

\* full name,

<https://www.nghs.org.uk/about-us/governance/>

\* date of appointment,

<https://www.nghs.org.uk/about-us/governance/>

\* term of office,

<https://www.nghs.org.uk/about-us/governance/>

\* date they stepped down and

<https://www.nghs.org.uk/about-us/governance/>

\* who appointed them

<https://www.nghs.org.uk/about-us/governance/>

\* business and financial interests

<https://www.nghs.org.uk/about-us/governance/>

\* governance roles in other educational institutions

<https://www.nghs.org.uk/about-us/governance/>

\* any material interests arising from relationships between governors or relationships between governors and school staff

<https://www.nghs.org.uk/about-us/governance/>

\* attendance record at governing body and committee meetings over the last academic year

<https://www.nghs.org.uk/about-us/governance/>

<https://www.nghs.org.uk/about-us/governance/>

## P. Charging and remissions policies

69 \* the activities or cases where your school will charge pupils' parents

[Click Here](#)

\* the circumstances where your school will make an exception on a payment you would

70 normally expect to receive under your charging policy

[Click Here](#)

## Q. Values and ethos

71 \* Your website should include a statement of your school's ethos and values.

<https://www.nghs.org.uk/about-us/aims-and-ethos/>

## R. Requests for paper copies

*If a parent requests a paper copy of the information on your school's website, you must provide*

72 *this free of charge.*

<https://www.nghs.org.uk/about-us/policies/>