

Enrichment provision self-assessment tool

Use this tool to assess your school or college's enrichment provision. It is based around the eight Enrichment Benchmarks.

Scoring

Allocate a score to each statement in the tool. Score the benchmark sub-criteria statements from 1 to 4. You may wish to allocate an overall score to each benchmark.

Score 1: identifying

Work is being done to understand what is happening, what strengths and weaknesses are, and the actions needed to improve.

Score 2: developing and implementing

Work is being done to develop, communicate and implement plans, practices and systems to address any weaknesses, and to capitalise on strengths.

Score 3: embedding

Systems and practices have been introduced that staff, pupils/students, and other relevant stakeholders are following and implementing. The effectiveness of this implementation is being monitored, considering any adjustments that need to be made to ensure practice is consistent and successful.

Score 4: sustaining and stretching

Policies and practices are successfully embedded to a high standard and used as consistent practice, with buy-in from the whole school or college community. There are appropriate and proportionate mechanisms for ongoing assessment and improvement in the long term.

1. A strategically aligned enrichment offer <i>A school or college has an enrichment offer underpinned by its strategic vision and aligned with its broader priorities, such as attainment, attendance, behaviour, careers guidance, curriculum, personal development and wellbeing.</i>	Score 1 to 4	Evidence base and points to note
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1.1 A school or college has a structured enrichment offer that has the explicit backing of senior leadership, is understood by staff, and has a plan for its implementation and monitoring, including roles and responsibilities.	4	Longshaw Community Junior School has a structured and well-planned enrichment offer that is fully supported by senior leaders and forms an important part of the school's commitment to personal development, curriculum enhancement and raising aspirations. The enrichment programme is mapped across the academic year and includes curriculum-linked educational visits, residential opportunities, visitors to school, leadership programmes, sporting events, Forest School, wellbeing provision and a wide range of extra-curricular activities. Staff are involved in the planning and delivery of enrichment opportunities through curriculum teams, subject leadership and year group planning. Educational visits and visitors are carefully selected to enhance curriculum learning and personal development outcomes. Senior leaders monitor the implementation of the enrichment offer through annual planning, curriculum reviews, pupil voice, participation data, staff feedback and monitoring of personal development provision. Clear responsibilities exist for trip leaders, subject leaders, PE and wellbeing staff, Forest School leaders, educational visits coordinators and pupil leadership groups including School Council, Eco Warriors, Sports Leaders and House Captains. The impact of the enrichment programme is reviewed through coaching conversations, pupil and parent feedback, attendance and participation monitoring, and celebration assemblies. Examples include Robinwood residential, York residential, Imperial War Museum, Museum of Science and Industry, STEM partnerships with Salford University, Dance Syndrome, Forest School, canoeing and team-building activities, Bikeability, Young Voices and a comprehensive programme of sporting competitions and house events. These opportunities are strategically planned to support the school's values, curriculum intent and personal development objectives.
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1.2 A school or college's enrichment offer is designed and delivered in alignment with its values, and curriculum intent.	4	At Longshaw Community Junior School, the enrichment offer is carefully designed to reflect our core values and curriculum intent of developing knowledgeable, aspirational, resilient and responsible learners. Enrichment opportunities are planned alongside curriculum content to deepen learning, provide memorable experiences and broaden pupils' understanding of the world beyond the classroom. Educational visits, visitors and enhancement activities are purposefully linked to curriculum subjects. For example, Year 3 pupils experience an Egyptian visitor and artist workshops to enhance their History and Art learning; Year 5 pupils participate in STEM projects with Salford University and visit York to support their History curriculum; and Year 6 pupils visit the Imperial War Museum and the Museum of Science and Industry to enrich their understanding of history, science and technology. Historians, artists, faith leaders and specialist sports coaches regularly work with pupils to provide authentic learning experiences. Our commitment to developing the whole child is reflected through a broad programme of personal development opportunities. The House System, School Council, Eco Warriors, Sports Leaders and House Captains promote leadership, responsibility and active citizenship. Forest School, Bikeability, canoeing, Robinwood residential and sporting competitions develop resilience, teamwork and independence, whilst wellbeing provision, assemblies and the PSHE curriculum support pupils' emotional development and personal safety. The enrichment offer also reflects the school's commitment to inclusion and equality of opportunity. Through subsidised trips, targeted participation support and a wide range of activities, we ensure all pupils can access experiences that broaden aspirations and develop cultural capital. Visitors from different faiths and cultures, alongside visits to museums, places of worship and community organisations, support pupils' spiritual, moral, social and cultural development and reinforce British Values.
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		As a result, enrichment is not an addition to the curriculum but an integral part of delivering the school's vision and curriculum intent, ensuring pupils leave Longshaw with the knowledge, skills, experiences and aspirations needed for future success.
1.3 A school or college considers how their enrichment offer contributes to achieving development priorities and statutory requirements. They should include this within their school or college development plan (SDP/CDP) where appropriate.	4	The enrichment offer is carefully planned to support the school's improvement priorities for personal development, attendance, behaviour, aspiration, cultural capital and curriculum enrichment. Enrichment opportunities are mapped across all year groups and include curriculum-linked educational visits, visitors and experiences such as Robinwood, York, Imperial War Museum, Museum of Science and Industry, STEM projects, Forest School, Bikeability, sustainability projects and faith visits. These support statutory requirements linked to Personal Development, SMSC, British Values, Careers Education, Relationships Education, Health Education and Equality. Pupil leadership opportunities including School Council, Eco Warriors, Sports Leaders and House Captains further contribute to citizenship and character development. The enrichment programme is reviewed annually and informs school development priorities through personal development and curriculum planning
Overall score (/12)		

2. A broad and well-rounded enrichment offer <i>Pupils and students have multiple and varied opportunities to engage in purposeful enrichment activities that are fun and can support a thriving childhood and successful transition to adulthood, including through supporting wellbeing and social skills.</i>	Score 1 to 4	Evidence base and points to note
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2.1 Every pupil and student has access to a range of activities including at a minimum the following five categories: • Civic engagement – for example, volunteering, debating, school and college democracy, and community engagement • Arts and culture – for example, taking part in and having live experience of music, art, dance, theatre and other expressive arts, and visits to museums and galleries • Nature, outdoors and adventure – for example, time outdoors, climate education and sustainability projects, gardening, residential and camps. • Sport and physical activities – for example, participating in individual and team sports, physical activities like dance, fitness activities or cycling, representing the school or college, attending live events • Developing wider life and future skills – for example, digital literacy, STEM clubs, enterprise, cooking, managing finances, and (for colleges only) teaching Relationships and Sex Education	3	Longshaw Community Junior School provides a broad and inclusive enrichment programme that ensures all pupils have access to a wide range of experiences across the five key enrichment categories. Civic Engagement Pupils actively contribute to school and community life through participation in the School Council, Eco Warriors, Sports Leaders and House Captain roles. Children engage in democratic processes through elections and pupil voice activities and support a range of charitable initiatives, including fundraising for local and national charities and links with the local hospice. Assemblies, PSHE lessons and House Meetings further develop pupils' understanding of citizenship, responsibility and community engagement. Arts and Culture Pupils experience a rich cultural offer through educational visits, performances and specialist workshops. Opportunities include Dance Syndrome, Young Voices, Christmas productions, artist workshops, Blackburn Museum, Imperial War Museum, Museum of Science and Industry, cinema visits, historians and artists working in school, and visits to places of worship including churches, mosques and cathedrals. These experiences broaden cultural capital and develop creativity and appreciation of the arts. Nature, Outdoors and Adventure Children regularly access outdoor learning through Forest School, local environmental studies, river projects and sustainability initiatives. Residential experiences such as Robinwood and visits to the Lake District provide opportunities to develop resilience, teamwork and independence. Pupils also participate in sustainability projects in partnership with Salford University and contribute to environmental initiatives through the Eco Warriors group. Sport and Physical Activities A wide range of sporting opportunities are available to all pupils, including football, netball, cricket, rounders, swimming, cross-country and athletics. Pupils participate in inter-house
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		competitions, Sports Day, gymnastics coaching, canoeing and team-building activities, Bikeability and active travel initiatives. Competitive and inclusive opportunities ensure all pupils can participate and develop physical confidence and wellbeing. Developing Wider Life and Future Skills Pupils develop essential life skills through STEM activities, virtual STEM events, university partnerships, money management lessons, online safety education, cooking within the DT curriculum, leadership opportunities and the PSHE and RSE curriculum. Careers awareness is enhanced through curriculum links, visitors, aspiration-focused assemblies and experiences that introduce pupils to a wide range of future pathways and professions. Through careful planning, curriculum links and financial support where required, the school ensures that every pupil can access a rich programme of enrichment opportunities that promotes personal development, wellbeing, aspiration and lifelong learning.
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2.2 Delivery takes place regularly across the year whilst recognising that there will be a range of timings, durations and access points. This includes at least some provision within the school and college day, such as within lunchtime clubs or timetabled lesson time.	4	Enrichment is delivered consistently throughout the academic year and is carefully mapped across all year groups. Pupils access a wide range of opportunities during curriculum time, through educational visits, themed days, visitors, workshops and residential experiences, including Robinwood, York, Blackburn Museum, Imperial War Museum, Egyptian Day, Anglo-Saxon Day, sustainability projects and university partnerships. Regular whole-school provision includes Forest School, gymnastics coaching, assemblies, wellbeing activities, pupil leadership opportunities and cultural experiences. Additional enrichment is provided through lunchtime and after-school clubs, sporting competitions, House events, This ensures all pupils have regular access to enrichment opportunities through a variety of timings, durations and access points across the school year
Overall score (/8)		

3. A well-communicated enrichment offer that celebrates participation and achievement <i>A school or college has an enrichment offer that is understood by pupils, students and parents, and celebrates participation and achievement.</i>	Score 1 to 4	Evidence base and points to note
3.1 Pupils, students and parents have timely, accessible and clear information about the enrichment offer; including relevant information on the activities, expectations and how to access it.	4	Parents and pupils receive timely and accessible information about enrichment opportunities through a variety of communication channels including the school website, newsletters, email communications, letters and trip notifications. Information about extra-curricular clubs, educational visits, residential experiences, leadership opportunities and whole-school events is shared regularly throughout the year. Opportunities are promoted through assemblies, class teachers and school communications to ensure pupils and families understand how to access and participate in activities. The school celebrates enrichment experiences through newsletters, the website, assemblies and parent communications, ensuring that the offer is highly visible and well understood by the school community.

3.2 A school or college holds and communicates high aspirations for pupils and students to participate in the enrichment offer.	4	The school holds high aspirations for all pupils to participate in enrichment opportunities and actively promotes engagement through assemblies, newsletters, class discussions and parental communications. Enrichment is viewed as an entitlement for every child and is used to broaden horizons, raise aspirations and develop cultural capital. Pupils are encouraged to take part in a wide range of experiences including residential visits, university partnerships, sporting competitions, pupil leadership roles, sustainability projects, STEM events, community engagement and cultural visits. The school removes barriers to participation through financial support, inclusive provision and targeted encouragement, ensuring that all pupils, including disadvantaged pupils and those with SEND, can access high-quality enrichment opportunities. High levels of participation and achievement are celebrated regularly through assemblies, awards, House events and leadership opportunities.
3.3 Participation and achievement in enrichment is acknowledged and celebrated through, for example: • Certification, awards or assemblies that spotlight engagement • Enrichment contributions recognised in reports or school or college records • Links to personal development or leadership awards	4	Participation and achievement in enrichment are regularly recognised and celebrated throughout the school year. Celebration assemblies provide opportunities to acknowledge pupils' contributions, achievements and engagement in enrichment activities. Specific events include End of Year House Assemblies, End of Year Sports Assemblies, sports awards, the Cup of Kindness award, and Care and Consideration awards. Pupil leadership roles such as School Council, Eco Warriors, Sports Leaders, House Captains and Subject Ambassadors are celebrated and recognised as part of the school's personal development offer. Pupils' successes in sport, leadership, competitions, trips and wider enrichment experiences are shared with the school community through assemblies, newsletters and school communications, reinforcing the school's high expectations and valuing participation alongside achievement

3.4 All pupils and students are supported to reflect on their enrichment experiences, considering their learning, progress, personal interests and skills.	4	All pupils are supported to reflect on their enrichment experiences through the school's coaching model, which takes place three times a year. During coaching conversations, pupils discuss their achievements, interests, personal targets, leadership experiences and participation in wider opportunities. They are encouraged to consider the skills they have developed, such as teamwork, resilience, communication, confidence and leadership, and how these experiences contribute to their personal development. Reflection also takes place through pupil voice activities, House assemblies, School Council discussions and classroom learning linked to educational visits, visitors and enrichment events. This helps pupils recognise their progress, celebrate successes and identify future aspirations.
Overall score (/16)		

4. An enrichment offer shaped by the school or college community <i>The enrichment offer is shaped with involvement from the whole school or college community, with consideration of its contexts, and a particular focus on pupil and student voice and choice.</i>	Score 1 to 4	Evidence base and points to note
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4.1 A school or college ensures that pupil and student voice, in addition to feedback from parents and staff, shapes the development and delivery of its enrichment offer.	3	At Longshaw Community Junior School, pupil voice is a key factor in shaping and developing the enrichment offer. Pupils are regularly consulted through School Council meetings, pupil voice surveys, coaching conversations and class discussions. Feedback gathered from pupils helps staff identify activities, clubs, trips and experiences that are of greatest interest and value to them, ensuring the enrichment programme remains engaging and relevant. Pupil leadership groups, including the School Council, Eco Warriors, Sports Leaders and House Captains, provide opportunities for children to influence school provision and contribute ideas for future events, activities and initiatives. The school's House System also provides regular opportunities for pupils to share their views and celebrate enrichment experiences. Parents contribute to the development of the enrichment offer through questionnaires, surveys, informal feedback, parents' evenings and communication with school staff. This feedback helps leaders understand barriers to participation, identify areas for development and ensure opportunities meet the needs of the school community. Staff actively review the impact of enrichment activities through monitoring, evaluation and discussion during planning meetings. Information gathered from pupils, parents and staff is used to adapt the enrichment programme, refine provision and ensure that activities continue to support the school's curriculum intent, personal development aims and wider community context. As a result, the enrichment offer is responsive to the needs, interests and aspirations of pupils while reflecting the views of parents, staff and the wider school community.
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4.2 Where appropriate, pupil or student leadership of enrichment activities is encouraged, with support and guidance from staff or external providers, with appropriate safeguards in place.	3	Pupil leadership is a significant strength of the school's enrichment offer. Pupils are encouraged to take on leadership responsibilities through roles including School Council members, Eco Warriors, Sports Leaders, House Captains, Vice-Captains and Subject Ambassadors. These roles enable pupils to contribute to decision-making, organise activities, promote initiatives and act as role models for younger pupils. The Year 3 House Buddy System also provides opportunities for older pupils to support younger children as they transition into Key Stage 2. Leadership opportunities are supported and monitored by staff, with clear expectations and safeguarding procedures in place. Through these roles, pupils develop confidence, communication, teamwork, responsibility and citizenship skills while making a positive contribution to the wider school community
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4.3 The enrichment offer considers how the interests, expertise and capacity of school or college staff may shape the offer.	3	At Longshaw Community Junior School, the enrichment offer is enhanced by the interests, skills and expertise of staff. Teachers and support staff contribute to the planning and delivery of activities, clubs, visits and experiences that reflect both curriculum priorities and their own areas of interest and specialism. This helps to create a varied and engaging enrichment programme for pupils. Staff lead and support a range of opportunities including sporting activities, Forest School, pupil leadership programmes, educational visits, residential experiences and curriculum enrichment projects. Subject leaders play a key role in identifying visitors, workshops and trips that will enhance learning within their subject areas, ensuring enrichment opportunities are purposeful and linked to curriculum intent. The school also recognises staff capacity when planning enrichment activities. Opportunities are carefully mapped throughout the academic year to ensure a sustainable and high-quality offer that can be delivered effectively. Staff work collaboratively with senior leaders and external partners to provide a broad range of experiences, including STEM projects, sporting events, cultural visits, environmental initiatives and wellbeing activities. By drawing upon the strengths, interests and expertise of staff, alongside external specialists where appropriate, the school is able to offer pupils a rich and diverse programme of enrichment that supports personal development, raises aspirations and enhances curriculum learning.
Overall score (/12)		

5. An accessible and engaging enrichment offer <i>The enrichment offer is designed to be accessible and engaging for all pupils and students, including considering any additional needs of vulnerable and disadvantaged pupils and students, young people with SEND, young carers, care-experienced children and young people and those who are persistently absent.</i>	Score 1 to 4	Evidence base and points to note
5.1 A school or college's enrichment offer is equitable, inclusive and accessible to all pupils and students, particularly those at risk of missing out. This includes considering barriers and making practical adjustments for pupils or students with SEND, and disadvantaged pupils and students.	3	The school's enrichment offer is designed to be inclusive, equitable and accessible to all pupils, with a particular focus on removing barriers for disadvantaged pupils and those with SEND. Approximately 65% of pupils are eligible for Pupil Premium, and the school uses funding strategically to ensure that pupils can participate fully in enrichment opportunities, including subsidising and funding educational visits where necessary. A wide range of inclusive activities are available, including Dance Syndrome, which promotes participation and inclusion for all learners. The school's commitment to inclusive sport is demonstrated through participation in adapted sporting opportunities, with the Boccia team recently winning the regional competition. Pupils of all abilities are encouraged and supported to engage in clubs, trips, leadership roles, sporting events and wider enrichment experiences, ensuring that every child has the opportunity to develop confidence, skills, aspirations and cultural capital

5.2 A school or college has systems to monitor participation, working to understand patterns, identify opportunities, and address barriers, including directly engaging with pupils, students, and parents to encourage participation.	3	Longshaw Community Junior School is committed to ensuring that all pupils can access and benefit from the school's enrichment offer. Staff regularly monitor participation in clubs, trips, sporting events, leadership opportunities and wider enrichment activities, with particular consideration given to disadvantaged pupils, pupils with SEND and those who may be at risk of missing out on opportunities. Strong relationships with pupils and families enable the school to identify barriers to participation at an early stage. Staff engage directly with pupils and parents through discussions, coaching conversations, telephone calls, meetings and school communications to encourage involvement and provide support where needed. Financial support is available for many activities to ensure that pupils are not disadvantaged by cost. The school is currently working to formalise and strengthen its monitoring systems through the use of INSIGHT, enabling leaders to track participation more systematically across year groups and pupil groups. This will allow the school to identify patterns and trends, monitor engagement levels, evaluate the impact of enrichment provision and target support more effectively where participation is low. The development of a centralised INSIGHT tracking system will provide robust evidence of participation and help ensure that all pupils have equitable access to a broad range of enrichment opportunities. This ongoing development will support leaders in making informed decisions about future provision, reducing barriers to participation and ensuring the enrichment offer continues to meet the needs of the school community.
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5.3 The delivery of a school or college's enrichment offer is tailored to their individual circumstances, local context and community needs.	3	Longshaw Community Junior School's enrichment offer is carefully designed to meet the needs of its pupils, families and wider community. Serving a community with high levels of deprivation, the school recognises the importance of providing experiences that broaden horizons, raise aspirations and develop cultural capital that many pupils may not otherwise access. The school invests significant resources to ensure that financial circumstances do not become a barrier to participation. Trips, visitors, residential experiences and extra-curricular opportunities are subsidised where appropriate, allowing all pupils to access a rich range of experiences. Leaders actively consider the needs of disadvantaged pupils, pupils with SEND and vulnerable learners when planning enrichment opportunities. The enrichment programme reflects the interests and needs of the local community whilst also exposing pupils to experiences beyond their immediate environment. Opportunities such as university partnerships, STEM projects, museums, residential visits, places of worship, cultural experiences, Forest School, Bikeability and leadership programmes help pupils develop confidence, aspirations and an understanding of the wider world. Personal development is at the heart of the school's approach. The House System, School Council, Eco Warriors, Sports Leaders, wellbeing provision and charitable initiatives have been developed to strengthen pupils' sense of belonging, responsibility and community engagement. Activities are carefully planned to support pupils' social, emotional and mental wellbeing alongside their academic development. Through ongoing engagement with pupils, parents and staff, the school continually reviews its enrichment offer to ensure it remains relevant, accessible and responsive to the needs of the community it
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		serves. As a result, enrichment provision is closely aligned to the school's context and contributes significantly to pupils' personal development, wellbeing and future aspirations.
Overall score (/12)		

6. An enrichment offer that works in partnership <i>Pupils and students have opportunities to experience enrichment activities supported or delivered by high-quality external partners, in addition to opportunities developed within the school or college.</i>	Score 1 to 4	Evidence base and points to note
6.1 A school or college explores opportunities to work in partnership locally, nationally or virtually to broaden and improve the quality of their offer. They ensure their offer leverages expertise and infrastructure available beyond their own staff. Partnerships may include those with: • Local sport clubs, arts organisations, enrichment providers, community or voluntary sector organisations • Museums, science and discovery centres, theatres, libraries, or sport and music venues • Local, regional and national employers, enterprise advisers (employer volunteers), mentors, and other connections made through the local careers hubs • Further and higher education providers • Guest speakers, STEM ambassadors, artists-in-residence, or enrichment collaborations • Philanthropic organisations, including businesses engaging in corporate social responsibility This could support activity including: • Upskilling and resources for delivery of enrichment led by school or college staff • External delivery of enrichment activities and experiences • Off-site trips and visits	3	The school has established a wide range of partnerships that significantly enhance the quality and breadth of its enrichment offer. Pupils benefit from opportunities delivered by external providers, higher education institutions, sports organisations, museums, faith leaders, artists and STEM specialists. These partnerships include Salford University and Manchester University sustainability projects, STEM events, Dance Syndrome, Young Voices, Beth Tweddle gymnastics, Sporting NRG canoeing and team-building activities, Lancashire Fire Service, visiting historians, artists and faith leaders. Educational visits to places such as the Imperial War Museum, Museum of Science and Industry, Blackburn Museum, Martin Mere, and places of worship further broaden pupils' experiences. The school also works closely with community organisations, local charities and the local hospice to promote citizenship and community engagement. These partnerships provide specialist expertise, authentic learning experiences, off-site educational visits and opportunities that extend well beyond the school's own resources, ensuring pupils develop aspirations, cultural capital and wider life skills

6.2 A school or college has clear and proportionate processes for feedback and review of work with external partners.	3	The school has established processes to review and evaluate the impact of work with external partners. Feedback is gathered through pupil voice, staff evaluations, parental feedback and discussions with providers following visits, workshops and enrichment activities. Leaders review the quality and impact of partnerships, considering pupil engagement, learning outcomes and value for money when planning future provision. Long-standing partnerships are retained where they have a positive impact on pupils' personal development, curriculum enrichment and aspirations, while new opportunities are explored to meet emerging needs and interests. Regular review of trips, visitors, clubs and external projects helps ensure that partnerships continue to enhance the school's enrichment offer.
6.3 A school or college creates clear signposting to opportunities that extend beyond the school or college's own offer.	4	The school actively signposts pupils and families to enrichment opportunities beyond its own provision through newsletters, the school website, parental communications, community links and partnerships with external organisations. Pupils are encouraged to engage with opportunities offered by local sports clubs, community groups, faith organisations, cultural venues and wider educational providers. Through partnerships with universities, museums, sporting organisations, Young Voices, Dance Syndrome and sustainability projects, pupils and families are made aware of opportunities that can be accessed beyond the school day and beyond the local community. Staff work closely with families to promote participation and, where appropriate, support access to external clubs, competitions, performances and community activities, ensuring pupils can continue to develop their talents, interests and aspirations outside of school
Overall score (/12)		

7. An outcomes-focused enrichment offer <i>A school or college identifies the desired pupil and student outcomes its enrichment offer aims to develop or achieve and tracks these.</i>	Score 1 to 4	Evidence base and points to note
7.1 A school or college considers pupil and student outcomes when designing and delivering their enrichment offer, for example in the following areas: • Educational outcomes and school/college engagement • Social and emotional development • Physical and mental wellbeing • School/college belonging • Essential skill development • Wider community engagement	4	The school's enrichment offer is carefully designed to improve outcomes for pupils across a range of areas, including educational achievement, personal development and wellbeing. Curriculum-linked trips, visitors, themed days and enrichment experiences enhance engagement in learning and provide real-life contexts that strengthen educational outcomes. Opportunities such as university sustainability projects, STEM events, museum visits, historical workshops and cultural experiences raise aspirations and broaden pupils' cultural capital. Social and emotional development is promoted through the House System, School Council, Eco Warriors, Sports Leaders, House Captains, buddy systems and residential experiences such as Robinwood. These opportunities develop confidence, resilience, teamwork, leadership and communication skills. Physical and mental wellbeing are supported through Forest School, gymnastics coaching, sports clubs, canoeing, Bikeability, wellbeing support and the Jigsaw PSHE programme. Pupils develop a strong sense of belonging through participation in house events, leadership opportunities, assemblies and whole-school celebrations. The enrichment offer also supports the development of essential life skills, including problem-solving, teamwork, independence, financial awareness, citizenship and leadership. Wider community engagement is promoted through charitable fundraising, links with the local hospice, faith visits, community partnerships and environmental projects. Leaders consider these intended outcomes when planning enrichment opportunities and review their impact through pupil voice, coaching conversations, participation data and ongoing evaluation

7.2 A school or college uses effective systems (appropriate to their educational setting) for collecting and monitoring outcome-related data. They may wish to explore how their Management Information Systems can best be utilised for this purpose.	3	We currently gathers a range of information relating to the impact of enrichment through pupil voice activities, coaching conversations, attendance information, participation records, parental feedback and monitoring of personal development outcomes. Leaders use this information to review provision and identify pupils who may require additional encouragement or support to engage in enrichment opportunities. However, systems for recording and analysing outcome-related data are not yet fully formalised or centrally coordinated. As a result, leaders recognise that there is scope to strengthen the consistency and accuracy of monitoring across all areas of enrichment provision. Area for Development: We are planning to utilise INSIGHT to develop a more robust and systematic approach to tracking participation and outcomes. This will enable leaders to monitor engagement across different pupil groups, identify trends and barriers to participation, evaluate the impact of enrichment activities on personal development and wellbeing, and ensure that opportunities are being accessed equitably. The introduction of a centralised tracking system will provide stronger evidence of impact and support more strategic planning and evaluation of the school's enrichment offer.
Overall score (/8)		

8. A continually improving enrichment offer <i>A school or college puts in place consistent and efficient mechanisms to improve the quality and impact of any enrichment activity or the enrichment offer as a whole.</i>	Score 1 to 4	Evidence base and points to note
8.1. A school or college gathers feedback from pupils and students, parents, staff and external partners (where appropriate). Processes for feedback may differ depending on the type of school or college.	3	The school gathers feedback from a range of stakeholders to evaluate and improve its enrichment offer. Pupil voice is collected through School Council meetings, Eco Warrior discussions, coaching conversations, surveys and class discussions. Parents provide feedback through questionnaires, informal conversations and communication following trips, visits and events. Staff evaluate the effectiveness of enrichment activities through ongoing review and planning processes. External providers and partner organisations are invited to discuss the impact of activities and identify opportunities for future collaboration. Feedback is used to refine clubs, trips, leadership opportunities and wider personal development provision, ensuring the enrichment offer remains relevant, inclusive and responsive to the needs and interests of pupils and the school community. Participation data, pupil engagement and feedback from stakeholders inform future planning and contribute to continuous improvement of the school's enrichment programme

8.2 A school or college works to continuously improve their enrichment offer. Areas to consider as part of this process could include: • Provision and quality of activities across all five categories (2.1) • Participation rates, particularly for pupils at risk of missing out (5.2) • Provision of free, subsidised and paid activities • Impact on agreed desired outcomes (7.1)	3	The school is committed to the continuous review and development of its enrichment offer to ensure pupils have access to a broad, high-quality range of opportunities across all five enrichment categories. Leaders regularly evaluate participation, pupil engagement and the impact of activities through pupil voice, coaching conversations, School Council feedback, parent surveys and staff reviews. Feedback is used to refine existing provision and identify new opportunities that meet the needs and interests of pupils. The school carefully monitors participation, particularly for disadvantaged pupils and those with SEND, and takes proactive steps to remove barriers to engagement. With approximately 70% of pupils eligible for Pupil Premium, funding is used strategically to subsidise or fully fund trips, visits and enrichment opportunities, ensuring equitable access for all pupils. Inclusive activities such as Dance Syndrome, adapted sports and leadership opportunities help ensure that no pupil is excluded from the wider life of the school. Leaders review the impact of enrichment on wider outcomes including attendance, engagement, aspirations, wellbeing, confidence, resilience, leadership, cultural capital and academic achievement. The programme evolves annually through the introduction of new partnerships, trips, visitors and experiences, ensuring that pupils continue to benefit from a rich and relevant enrichment offer that supports the school's personal development and curriculum priorities.
Overall score (/8)		

