

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
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	• The Portico Careers Policy supports the development of pupils' aspirations and careers knowledge across the Trust. • Biennial events, including <i>Principal for the Day</i> and <i>Careers Day</i>, are carefully planned to develop understanding of democracy and future career pathways. • The Pupil Premium Enrichment Programme is strategically planned to provide a broad range of enrichment opportunities across pupils' four-year journey through the school. • A structured Personal Development Programme provides a wide range of opportunities within and beyond the curriculum, helping pupils become responsible, respectful and active citizens who contribute positively to society. The programme is shared with staff, many of whom contribute to its design and delivery. • Impact is closely monitored through pupil and staff voice, alongside termly participation tracking, ensuring provision is continually reviewed and refined.
1.2 A school or college's enrichment offer is designed and delivered in alignment with its values, and curriculum intent.	4	• Our Golden Values underpin our enrichment programme by shaping both the opportunities we provide and the character traits we aim to develop in our pupils. Through a carefully planned range of experiences, pupils are encouraged to live out these values in meaningful, real-world contexts. ▪ Empathy is developed through opportunities that help pupils understand and appreciate the experiences, perspectives and needs of others, such as visits to community organisations, wheelchair sports, fundraising and volunteering activities. ▪ Responsibility is fostered by encouraging pupils to contribute positively to their school and wider community through leadership roles, environmental projects, civic engagement and acts of service. ▪ Integrity is strengthened through experiences that promote honesty, fairness and doing the right thing, helping pupils make thoughtful decisions and act with respect towards others.

		• Our safeguarding and SMSC curricula act as golden threads that run through our whole school curriculum. • Enrichment and personal development lie at the heart of our curriculum intent, where we recognise that all our children are individuals in their own right. We owe them a rich extra-curricular provision in which they have the opportunity to explore new experiences and to develop and extend their particular interests and aptitudes.
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	• Personal development and wellbeing remain key priorities within our Academy Improvement Plan (AIP), with clear actions and targets identified each year. We continually review and refine our provision to ensure it meets the evolving needs of our pupils and community. • We recognise the strong link between belonging, enrichment, personal development, and pupil outcomes. As a result, we strategically plan and evaluate provision in these areas to support improvements in attendance, engagement, achievement, and overall pupil wellbeing.
Overall score (/12)	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
.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	• Our extra-curricular programme is wide and varied, enabling pupils to develop existing interests, discover new opportunities and nurture individual talents. Participation is strong, and we monitor engagement annually to prioritise pupils who may have had fewer opportunities. Pupil voice helps shape future club provision. Civic Engagement • An active, democratically elected School Council enables pupils to contribute to school improvement, represent the views of their peers and develop leadership, responsibility and respect for different perspectives. • Termly Team Challenges develop teamwork, cooperation and a sense of belonging, while encouraging pupils to work with others from across the school community. • Eco Warriors take an active role in promoting environmental responsibility through initiatives such as tree planting, bug hotels and other sustainability projects. • Pupil leadership and volunteering opportunities, including prefects and office helpers, enable pupils to make a positive contribution to school life while developing responsibility, confidence and leadership skills. Arts and Culture • Art Adventure Day – all pupils choose an artistic discipline and spend the day developing new skills, exploring creativity and producing a final piece of artwork. • Music workshops – such as Let's Improvise, exposing pupils to live music, professional musicians and a range of instruments. • Choirs – open to all pupils, promoting musical participation, teamwork and performance skills. • Curriculum-linked museum visits – including the London Docklands Museum and Colchester Castle, bringing learning to life through first-hand historical experiences. • Royal Shakespeare Company visit Year 6 each year to perform Macbeth and bring their learning to

		life. Sport and Physical Activity • Sporting participation is carefully monitored, with opportunities provided for both competitive and recreational involvement. Every pupil has the opportunity to represent the school in sport during their time with us. • Weekly swimming lessons ensure pupils develop water confidence and leave the school as competent swimmers. • Enrichment Days introduce pupils to a range of sports and physical activities, including pickleball, trampolining and breakdance. • Active lunchtimes promote daily physical activity through a running track, age-appropriate gym equipment, organised football and pupil-led sports activities. • A wide range of extra-curricular sports clubs including athletics, dodgeball, karate and football, encourage participation, skill development and a lifelong enjoyment of physical activity. Nature, Outdoors and Adventure • Coastal Schools, delivered every half term in Year 4, uses the local beach environment to provide hands-on outdoor learning and develop pupils' understanding of the natural world. • The Year 3 visit to Barleylands Farm gives pupils first-hand experience of a working farm, bringing learning about Stone Age life and farming to life in an outdoor setting. • Weekly 'What's in the News?' sessions raise awareness of environmental and climate issues, encouraging pupils to consider how they can make a positive difference. • The Year 6 RE curriculum explores how faith, beliefs and individual action can contribute to environmental stewardship and sustainability. Developing Wider Life and Future Skills • Our Pupil Employment Scheme develops employability skills through applications, interviews and workplace responsibilities, building confidence, commitment and professionalism. • Leadership roles such as Maths Mates and Reading Ambassadors develop communication, responsibility and teamwork skills. • WLJS Biennial Careers Day raises aspirations and helps pupils understand the skills, qualities and pathways linked to different careers. • Healthy Cookery Club develops independence, healthy lifestyle choices and practical life skills. • Cooking within the Design Technology Curriculum progressively builds pupils' confidence in
--	--	--

		preparing healthy, nutritious food safely and independently. • The role of Digital Ambassador develops leadership, digital literacy and STEM skills while supporting the use of technology across the school. • Specialist computing lessons equip pupils with essential digital, problem-solving and computational thinking skills for the future. • Financial Education within both maths and PSHE develops an understanding of budgeting, saving and making informed financial decisions. Further evidence: Personal Development Programme; Safeguarding Curriculum; Curriculum Maps; Extra Curricular Activities Timetable; Economic Wellbeing Overview
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	• Our Golden Values passport even encourages children to complete activities developing their civic engagement outside of school, recognising and rewarding these achievements. • West Leigh is a hive of activity, with clubs and extra-curricular activities taking place before school, at lunchtime and after school. • Our residential offer is progressively planned for development of skills and independence, starting with an adventurous activity day in Year 3, moving on to a one-night camping residential in Year 5 and concluding with four nights in Derbyshire in Year 6. All children have the opportunity to attend and we endeavour to ensure that finances are never a barrier. For those children whose parents do not wish them to participate, alternative activities are arranged that develop the same skills of independence and outdoor activity. • Much of our enrichment programme is also delivered during the school day as part of our carefully planned and progressive curriculum.
Overall score (/8)	7	More opportunities needed for art and culture.
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	4	• Information about clubs, enrichment activities and wider opportunities is shared clearly with

clear information about the enrichment offer; including relevant information on the activities, expectations and how to access it.		pupils, including a club timetable displayed on the playground to support independence and informed participation. • Current extra-curricular provision is published on the school website, with clear booking information communicated to parents through letters and school communications. • The Arbor booking system provides an accessible and straightforward way for families to view and sign up for enrichment opportunities. • Our full Personal Development offer is available on the school website, enabling pupils and parents to understand the breadth of opportunities available throughout the school. • Parent information sessions, both in person and online, ensure families receive timely information about key enrichment opportunities, including residential visits and the PSHE curriculum. • Our Golden Values are communicated regularly through home-school communication books and are prominently displayed throughout the school environment. • The Golden Passport is shared with all families, providing clear guidance on enrichment activities and encouraging parents to support participation beyond school. • Weekly newsletters keep families informed of upcoming opportunities and celebrate pupils' participation and achievements in enrichment activities.
3.2 A school or college holds and communicates high aspirations for pupils and students to participate in the enrichment offer.	4	• Pupil voice is gathered termly to identify interests, shape future enrichment opportunities and ensure all pupils can access activities that inspire and engage them. • Participation in enrichment and sporting opportunities is carefully tracked to promote high levels of engagement and ensure equitable access for all pupils. • Additional monitoring of Pupil Premium and SEND participation helps identify and remove barriers, ensuring all pupils are supported to benefit from the full enrichment offer. • Assemblies are used to celebrate participation, promote upcoming opportunities and encourage pupils to challenge themselves by engaging in new experiences. • Staff actively encourage pupils to take part in enrichment opportunities, helping them develop confidence, aspirations and a willingness to try new activities.
3.3 Participation and achievement in enrichment is acknowledged and celebrated through, for example:	3	• Achievements in enrichment are regularly recognised and celebrated, reinforcing the value of participation and encouraging wider engagement.

• Certification, awards or assemblies that spotlight engagement • Enrichment contributions recognised in reports or school or college records • Links to personal development or leadership awards		• Weekly awards celebrate achievement, effort and improvement in sporting activities. • Attendance awards recognise classes with strong attendance and commitment to school life. • Golden Leaf Awards celebrate pupils who consistently demonstrate the school's Golden Values, with leaves permanently displayed on the school tree and recipients awarded a special badge. • 'Little Golden Thank Yous' enable pupils to recognise and celebrate their peers for demonstrating the Golden Values. • Golden stickers are awarded during playtimes by Midday Assistants to acknowledge positive behaviour and the demonstration of Golden Values. • End-of-year reports celebrate pupils' wider contributions to school life, including their participation in enrichment opportunities, leadership roles and personal development.
3.4 All pupils and students are supported to reflect on their enrichment experiences, considering their learning, progress, personal interests and skills.	4	• Termly pupil voice surveys encourage pupils to reflect on their enrichment experiences, identify their interests and aspirations, and share ideas for future opportunities. • Pupil evaluations following enrichment activities provide opportunities to reflect on learning, enjoyment, skills developed and areas for future improvement. • The School Council provides a regular forum for pupils to discuss and review enrichment experiences, helping to shape future provision. • Pupil feedback is actively used to develop and refine the enrichment offer, ensuring opportunities remain relevant, engaging and responsive to pupils' interests and needs. • Through reflecting on their participation, pupils develop greater awareness of their strengths, interests and personal development over time.
Overall score (/16)	15	Could we do more to celebrate achievement in different areas of enrichment – not just sport?
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</i>	Score 1 to 4	Evidence base and points to note

<i>choice.</i>		
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.	4	• An active Parent Council provides valuable feedback on the school's enrichment offer, helping to shape provision and inform decisions around trips, visits, residentials and strategies to increase participation and engagement. • The School Council plays an active role in developing enrichment opportunities by suggesting new clubs, gathering pupil views and supporting the organisation of pupil-led activities. • Termly pupil voice surveys ensure that pupils' interests, aspirations and preferences directly influence the planning of future enrichment opportunities. • Pupils evaluate enrichment activities following participation, providing feedback on what was successful and identifying areas for improvement. • Staff feedback is also used to review and refine enrichment provision, ensuring opportunities remain engaging, inclusive and impactful for all pupils. • Feedback from pupils, parents and staff is regularly reviewed and used to continually develop and enhance the school's enrichment offer.
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.	4	• Pupil-led clubs give children the opportunity to take on leadership roles by choosing activities, planning sessions and organising resources, with guidance and support from staff. • Team Captains lead aspects of the school's Team Challenges, helping to organise events and delivering assemblies that promote teamwork and participation. • Play Leaders and Sports Captains plan and lead playground games and activities, developing leadership, communication and organisational skills while encouraging active engagement from their peers. • Staff support and appropriate supervision ensure that pupils can take on meaningful leadership responsibilities in a safe and structured environment. • Children regularly organise their own charity ventures, supported by parents and the school, to raise money for causes that are important to them.
4.3 The enrichment offer considers how the interests, expertise and capacity of school or college staff may shape the offer.	4	• The enrichment offer is enhanced by staff expertise and specialist knowledge, ensuring pupils benefit from high-quality experiences across a range of areas.

		• Staff with specialist skills in areas such as music and sport lead activities including choirs and PE provision, enriching pupils' learning beyond the curriculum. • Staff interests and talents help shape a diverse club offer, including opportunities in baking, art, STEM and other areas of interest. • Staff passions are actively harnessed to develop provision, such as our Outdoor Learning Lead, whose expertise has helped establish and strengthen our Coastal Schools programme. • By drawing on the strengths and interests of staff, we provide a broad and engaging enrichment offer that reflects the needs and interests of our pupils.
Overall score (/12)	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.	4	• Participation in enrichment is carefully monitored for all pupils, with particular attention given to disadvantaged pupils, pupils with SEND, young carers, and looked after or previously looked after children to ensure equitable access. • Barriers to participation are actively identified and addressed through close collaboration with pupils and families, ensuring that all children can engage fully in enrichment opportunities. • Financial support is provided where needed, including funding for clubs, educational visits and residential experiences, ensuring that cost is not a barrier to participation. • Our Pupil Premium Enrichment Programme guarantees a planned entitlement to enrichment experiences, ensuring disadvantaged pupils access a broad range of personal development opportunities throughout their time at school. • Provision is adapted where appropriate to meet individual needs, enabling pupils with SEND and other vulnerable groups to participate successfully alongside their peers. • Pupil voice is regularly sought to ensure the enrichment offer reflects a diverse range of interests

		and remains accessible, relevant and engaging for all children. • A wide variety of clubs, leadership opportunities, sporting activities, cultural experiences and community projects ensures that every pupil can find opportunities that match their interests, strengths and needs. • Participation patterns are reviewed regularly and used to inform targeted interventions and future planning, helping to ensure that no pupil misses out on enrichment opportunities.
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.	4	• Participation in enrichment is tracked closely, with a particular focus on pupils with SEND, disadvantaged and vulnerable pupils, young carers, and looked after or previously looked after children, enabling us to monitor engagement and ensure equitable access. • Where participation is lower, we work directly with pupils and families to understand and address any barriers. This may include adapting provision, creating bespoke opportunities or providing financial support to enable participation. • Participation data is regularly reviewed to identify trends and patterns across groups, classes and year groups. Findings are used to inform planning, increase engagement and ensure the enrichment offer meets the needs and interests of all pupils. • Pupil and parent voice play an important role in understanding barriers to participation and shaping strategies to improve engagement and access.
5.3 The delivery of a school or college's enrichment offer is tailored to their individual circumstances, local context and community needs.	4	• Our enrichment offer is responsive to the needs of our pupils, families and local community, ensuring that all children can access opportunities that support their personal development and wellbeing. • Where individual circumstances require additional support, we tailor provision to pupils' interests, needs and strengths. This may include funding access to clubs, arranging targeted opportunities or providing pathways to further develop identified talents. • We work closely with families to remove barriers to participation, including providing financial support for residential visits and educational trips where needed. • Our Pupil Premium Enrichment Programme is carefully tailored to the needs of our cohort and provides a progressive four-year entitlement. The programme ensures disadvantaged pupils access a broad range of cultural experiences, develop life skills, support their wellbeing, and

		identify personal interests, strengths and talents that can be nurtured further. • Our local context shapes many enrichment opportunities, enabling pupils to engage with their community and benefit from experiences that are relevant, meaningful and accessible.
Overall score (/12)	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	4	• We work in partnership with a wide range of local organisations, providers and members of our school community to enhance and broaden our enrichment offer. • Pupils benefit from regular access to local facilities and cultural institutions, including the library, museums, art galleries and theatres, providing rich, real-world learning experiences beyond the classroom. • Strong partnerships with local secondary schools enable pupils to access specialist facilities and expertise, such as science laboratories, helping to raise aspirations and enrich the curriculum. • Guest speakers from our parent community, local businesses and a range of professions play a key role in events such as Careers Day, providing pupils with insights into future pathways and opportunities. • Partnerships with local charities and community organisations, including the local foodbank, help pupils develop civic awareness, empathy and a sense of social responsibility. • Specialist external providers enhance our enrichment programme through workshops, enrichment days and curriculum-linked experiences that draw on expertise beyond our own staff team. • These partnerships are embedded within our curriculum and enrichment programme, ensuring sustained, meaningful relationships that enhance provision over time rather than one-off experiences.

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		
6.2 A school or college has clear and proportionate processes for feedback and review of work with external partners.	3	• Pupil voice forms are completed after all enrichment activities. • Staff complete evaluations after external visits, noting any future improvements required.
6.3 A school or college creates clear signposting to opportunities that extend beyond the school or college's own offer.	4	• Families are regularly informed about local enrichment opportunities and support services through the weekly newsletter, which signposts a diverse range of community organisations, health services and activities. • The school website acts as a central hub for community engagement, providing families with clear signposting to Early Help services, local agencies and enrichment opportunities that enhance children's experiences beyond the school day.
Overall score (/12)	11	
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	4	• Pupil achievement, progress and engagement are reviewed holistically during termly pupil progress meetings. Alongside academic outcomes, consideration is given to pupils' participation in enrichment opportunities and the impact this may have on their confidence, wellbeing, engagement and achievement. Where appropriate, targeted enrichment interventions, including access to clubs and wider opportunities, are implemented to support individual needs. • The school analyses attendance alongside participation in enrichment activities to identify patterns and barriers to engagement. Where attendance concerns are identified, personalised enrichment pathways and bespoke support are used to strengthen pupils' sense of belonging,

• Essential skill development • Wider community engagement		connection to school and overall engagement with learning. • Our Pupil Premium enrichment programme is carefully tailored to address identified needs and barriers. Through ongoing assessment of pupils' interests, experiences and areas for development, we provide targeted opportunities such as healthy cooking, financial education, wellbeing programmes, leadership experiences and cultural enrichment, ensuring equitable access to meaningful opportunities throughout their time at West Leigh. • Leaders regularly monitor participation data and outcomes for vulnerable groups, including Pupil Premium pupils and those with additional needs, to ensure enrichment provision is contributing positively to attendance, engagement, personal development and academic success. This information is used to refine provision and target support where it is needed most.
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.	4	• Participation in enrichment activities is tracked and analysed using Insight Pupil Tracker to identify patterns of engagement across different pupil groups, including Pupil Premium pupils, pupils with SEND and disadvantaged learners. This information is used to inform provision and target support where required. • Attendance, behaviour, wellbeing and attainment data are reviewed alongside enrichment participation to help evaluate the impact of enrichment on pupil outcomes and engagement with school. • Termly pupil progress meetings consider enrichment participation alongside academic and pastoral information, enabling leaders to identify pupils who may benefit from targeted enrichment opportunities. • Pupil voice surveys provide qualitative data on the impact of enrichment experiences on confidence, wellbeing, sense of belonging and personal development. Findings are reviewed and used to inform future planning. • Registers are maintained for clubs, leadership opportunities, events and wider enrichment activities, allowing leaders to monitor uptake, identify gaps in participation and evaluate the reach of the school's offer. • The school maintains individual records of pupils' enrichment experiences, enabling staff to ensure all children access a broad and balanced range of opportunities throughout their time at West Leigh. • Annual reviews of enrichment participation and impact are shared with trustees, providing strategic oversight and supporting ongoing development of the school's enrichment programme.

Overall score (/8)		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.		4	- Pupil voice surveys are used regularly to evaluate the effectiveness, accessibility and relevance of the school's enrichment provision. Feedback is analysed and used to adapt and enhance the offer, ensuring activities reflect pupils' interests, needs and aspirations. - The Parent Council provides a structured forum for ongoing dialogue about the school's enrichment offer. Parent feedback is used to identify gaps and inform improvements, with recent consultation directly influencing changes designed to increase participation and engagement in sporting activities. - Staff contribute actively to the review and development of enrichment provision through an open-door culture, regular professional discussions and dedicated agenda items at staff training sessions. This ensures staff insights and expertise help shape a responsive and inclusive enrichment programme. - Feedback from the School Council is used to help shape and enhance enrichment provision. Representatives consult with their classes and present suggestions, ensuring that a broad range of pupil views contribute to the development of enriching experiences and opportunities across the school.
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)		4	<i>Provision and quality of activities across all five categories (2.1)</i> - Regular audits ensure a broad, balanced and high-quality enrichment offer across all five categories. - Pupil, parent and staff feedback is used to review the quality and relevance of activities and inform future planning. <i>Participation rates, particularly for pupils at risk of missing out (5.2)</i> - Participation data is monitored termly, with a particular focus on disadvantaged and underrepresented groups.

• 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)		• Targeted support and interventions are implemented where barriers to participation are identified. <i>Provision of free, subsidised and paid activities</i> • The uptake of free, subsidised and paid activities is reviewed and tracked to ensure equitable access for all pupils. • Funding and support are evaluated regularly to maximise participation and reduce financial barriers. <i>Impact on agreed desired outcomes (7.1)</i> • Enrichment participation is evaluated alongside attendance, wellbeing, engagement and attainment data to assess impact. • Findings from monitoring and evaluation are used to refine provision and strengthen outcomes for pupils.
Overall score (/8)	8	

© Crown copyright 2026