

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.	3	- We have opportunities that are supported by SLT, however these are not yet monitored and celebrated. - We are introducing a 'passport' with these enrichment activities which means that these opportunities are planned out per year group, so each year group has sufficient opportunities - This is now planned. The impact of this should be monitored in the future – pupil voice, staff voice, parent voice - Curriculum offer based on memorable experiences this impacts subject outcomes which are monitored by middle and senior leadership. Roles and responsibilities need to be made more explicit. - Not too sure on the roles and responsibilities. Actions – Monitor the impact of the Enrichment activities through parent and pupil voice Introduce the roles and responsibilities for Enrichment activities

1.2 A school or college's enrichment offer is designed and delivered in alignment with its values, and curriculum intent.	3	- In-line with (cultural capital) - All Enrichment activities aligned with value and curriculum intent. - Need to map where the activities are linked Actions – Map all Enrichment activities to values and curriculum so clear for all to see.
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.	3	- A focus on enrichment is on the SDP - In line with Developing Relationships area of SDP (also developments in behaviour and relationship policy, SEND policy, Staff training e.g. PINS project) - Main development point in the SDP. Need to share SDP with staff - Received CPD on enrichment and passport but haven't seen the overarching purpose. Actions – SDP to be shared with staff at PDM Develop an overriding purpose/ aim for Enrichment.
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	4	- Our school has a wide range of activities for children to be a part of - Children have the opportunities to be 'ambassadors' in the school for things such as reading, spelling, maths - All Year 6 children have the opportunity to swim - Every year group partakes in forest schools - Cooking clubs, art clubs, - Residential to ARTHOG - This is now planned very well. The school offers many opportunities with depth and breadth Monitor involvement of key groups (e.g. LAC, SEND, PP etc) and remove barriers where they exist. - Civic engagement – charity work and fundraising as a school and year groups. In school and inter-school debates and competitions. Year 6 travel to parliament. Going to the elderly residential home with children, taking part in community led activities. - Arts and culture – live shows, musicians and workshops come into school. Tailored music curriculum. Visiting galleries, theatres and museums. Chess. - Nature, outdoors and adventure – Arthog, arthog outreach, residential visits including France, gardening club (link with upcoming allotments could be investigated). - Sports and physical activities – competitions with other schools (Mr Morgan). Crossbar events. PE curriculum. Bikeability.
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		- Wider life and future skills – cooking club, careers day, Lego competition, STEM clubs including science and computing. Crucial crew for Y6. Forest school. Children visit the care home. Debating in the curriculum - Year 6 go to the art gallery; image theatre visits the school annually. Year 5 young voices. - Work on eco warriors needed. - Bike ability, lots of sports tournaments. - Digital literacy and enterprise – more work needed on this. Actions – Improve pupil voice so they can have a voice about the Enrichment opportunities that are on offer at Captain Webb
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.	3	- Young voices taught through the curriculum - Choir - Lunch time clubs (dance clubs) - Music lessons weekly taught by T&W Council - Some Clubs take place during the day look for what could happen during lunch times e.g. dance club when classes are in the dance studio - All teachers run a class club where every child is encouraged to come - After school care can be provided for siblings to encourage vulnerable groups to attend Actions - Consider lunchtime clubs – time restraints
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.	2	- Parents are not yet aware of all the enrichment offers we provide – they are only notified of their year group ones through dojo and newsletters - Parents have fed back that signing up can be ‘first come first served’ and those that work when clubs are opened on SCOPAY are difficult for them to access. - New initiatives to be communicated with parents and children through the use of the website, newsletter, dojo and assemblies. - Parents need to be informed of the passport and the intent of it. Actions - Create a website to celebrate and widen parent’s knowledge of the Enrichment activities that occur at Captain Webb Create an Enrichment booklet that is given to parents which lists the offer when they begin at School

3.2 A school or college holds and communicates high aspirations for pupils and students to participate in the enrichment offer.	3	- School clubs are offered to all children – one half term a year (each teacher) will host a club that all children in the class are invited to attend – attendance is encouraged - Residential are offered to all children – school subsidises cost for PP children - All children are expected to attend class clubs – school makes changes to enable this - Monitoring club uptake with groups of children to ensure coverage. All groups of children are encouraged for all enrichment offers. - Need to look at those children who are not wanting to participate - A proportion of the school budget is allocated to Enrichment activities so all pupils can attend - No cost for a high proportion of the clubs run - After school care for siblings so parents don't have to walk back to school Actions - Need to continue to monitor attendance at clubs of the vulnerable groups and ensure that they are attending Talk to parents about barriers and ensure these are removed
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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	- Star of the week assembly - Rewards are consistent through the school - Any out of school achievements are celebrated in assembly and put on the newsletter - Website posts about sports competitions, spelling bee etc - Achievements shared in whole school assemblies - Enrichment could become an expected part of personal and social comment on end of school reports and parent consultation agenda. - Passport, star of the week, special recognition assemblies. - More of a push on celebrating the opportunities the children are given. - Celebrated more in reports home at the end of the year. - Need to encourage children more to show their achievements outside of school - Would be nice to have a celebration assembly to have an opportunity to show off this. Actions – Display board celebrating successes in Enrichment activities
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3.4 All pupils and students are supported to reflect on their enrichment experiences, considering their learning, progress, personal interests and skills.	2	- More consistently complete 'Memorable Experience' sheets / lessons after a trip. - Memorable experiences are documented and children reflect on their opportunities. Add to passport – year group reflection page? SLT to monitor the reflection page and consider next steps to continue the experiences and enjoyment of new activities. Edit and improve curriculum offer based on children's views and enjoyment. - More time needed for children to reflect on their experiences. Actions – Consistent approach to completing the Enrichment boards throughout school. Pupils to fill in reflection sheets related to activities that they have completed.
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
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.	2	- Pupils were asked to contribute and vote towards their class club (activities) - Include in parent feedback forms for parent consultations - See above. - Establish an improved parent voice – more focus needed on what they talk about Actions – Continue to develop pupil voice Complete a parent voice questionnaire to gather opinions on the current Enrichment program and how they would like to see this develop.
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.	1	- Could be a role for student council / democratic process - Ambassadors in school. New roles. School council and safeguarding board. Do we need an enrichment ambassador to have student input? - More student leadership happening this year, however they need to do more within the school community Actions - Consider children ambassador for Enrichment

4.3 The enrichment offer considers how the interests, expertise and capacity of school or college staff may shape the offer.	3	- We look at staff expertise and encourage them to plan after school clubs based on their interests / strengths - Staff are enabled to choose based on their own skills and talents - Pulling on staff expertise and interests e.g. chess club. - Investigate staff interests to make more of skill set. - Strengths of teachers are known but not of TAs Actions – Survey the TAs and consider their strengths and how they can support Enrichment.
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	- Every child gets access to the teacher class club – these are free to encourage everyone - Cooking club was directed for PP children (opened up to SEND) - Phonics club targeted for SEND children - All children attend trips and class clubs. School strives to remove all barriers. - Monitoring system of uptake in clubs in school. Subsidisation for trips. Allowing access for all. Enrichment is available to all Actions – Target the children who aren't attending clubs - particularly and find out why – CT to complete this then SLT to review so barriers can be removed.

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	- A staff member analyses the attendance in clubs to ensure there is a range of SEND, PP etc. children - Is this done or not? If so, is it shared with teachers where there is an issue? Is it shared with governors? - Monitoring system of uptake in clubs in school. Registers taken. - Speaking to teachers and finding out those who are not attending – why are they not, how can we manage this. Actions - RH to monitor registers every half term and produce a report that includes the percentage of vulnerable groups attending.
5.3 The delivery of a school or college's enrichment offer is tailored to their individual circumstances, local context and community needs.	3	- Some of our experiences are experiences that children may not have with their parents e.g. art gallery, the beach, going to London, going on trains - Trips offer experiences in local history, local geography, local artists, poets, historians, local experts, visits to local shops and conveniences, local museums - Contexts of families considered and opportunities that may be missed e.g. canoeing, are offered. - Speaking to teachers and finding out those who are not attending – why are they not, how can we manage this
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
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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	4	- Some partnerships with secondary schools - Children have sports competitions against other schools - Partnerships with Telford Sings (Young Voices, Telford Sings, Recorder Festival) - Visits to the museums – think tank - School visits are planned for every half term (for most year groups) - Religious leaders, Olympic athletes, careers week, musicians, local drama workshops and performances, year 6 HSBC, local charity, parliament visit, visit local secondary school, park run, Christmas music events, local singing at nursing home - Lego club come in from Capgemini. - Forest school is run by Eco. - Specialist music teacher for music. - Sports coach. - Computing links for STEM activities. - Careers day. - Links with the local church and other faith communities. - Adam's Grammar - Chess coach - Links to the builders with the local development. - Loud mouth theatre - Image theatre - Telford and Wrekin music - Music concert with Adams grammar - Author visits - Sports ambassadors - HSBC
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6.2 A school or college has clear and proportionate processes for feedback and review of work with external partners.	1	-Unsure Feedback given to external providers for their development. Music lessons have been developed well in our curriculum as well as forest schools to incorporate into school. Inconsistent – where asked for feedback we do, but not all the time Actions - Enrichment lead to create a feed back form to be used to gain feedback from external partners.
6.3 A school or college creates clear signposting to opportunities that extend beyond the school or college's own offer.	3	- We use dojo to promote workshops, clubs that are happening in the local area (externally) - Some – SEND e.g. PODS, sports clubs, holiday clubs etc - Needs to be promoted further through the website, dojo, newsletter, social media etc. - Opportunities posted on dojo Actions – Contact local groups to come and deliver assemblies to pupils so they are aware of the opportunities available in the local community – (Sports clubs to be present during sports day so they can promote to parents)
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	3	- Singing at the Ley (sheltered housing) - Mental health workshops - Visits to religious buildings - Careers Week - Contexts of families considered and opportunities that may be missed e.g. canoeing, are offered. - PSHE lessons are adaptable for local issues raised contextualised. - T&W support to Y6 mental health workshop in the run up to SATS and transition. - British legion links, Dawley parish council, local residential homes, church and religious links. - Forest school run to promote physical and mental well being - Nurture - Specialist assemblies to promote local events e.g. Park run. - Curriculum based on this, we provide the opportunities that they may not experience - Phonics club - TT Rockstars club Actions - Increase Wider community focuses

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.	1	- Not yet - Registers and monitoring children attending clubs. What do we then do with this data? n/a Actions – Need to consider
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.	1	- We do not ask for feedback or collect this - Class clubs do this. Could be improved through student council Year group reflection page in passport. Pupil voice. - Questionnaires with staff and parents need developing to incorporate enrichment curriculum. Children are asked for feedback on the curriculum and trips – pupil voice - Feedback needed on after school clubs
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)	2	- We have a lot of free afterschool clubs for children to attend – these are a variety of sport, art, music - We open up reoccurring clubs (e.g. cooking) to new children each time - Opportunities to perform in big arenas are covered for by school so parents do not have to pay - Should now become part of normal school practice. - All 5 categories have been reviewed and planned for. - Registers and monitoring children attending clubs. - All children have the opportunity to access clubs - Identifying key groups and offering them opportunities to attend – identifying barriers to why they won't attend - All activities are free
Overall score (/8)		

