



Oxbridge Lane Primary School

The Oxbridge Cultural Passport sets out the experiences we promise every pupil will have during their time at Oxbridge Lane Primary School. These experiences are planned throughout the year and deliberately correlated across year groups, ensuring that pupils encounter a progressive and complementary sequence of opportunities. At Oxbridge, enrichment is not a collection of isolated activities: visits, visitors, community projects and other experiences are selected for a clear purpose, connected to curriculum learning and revisited so that they have lasting value.

Summer 2026

Enrichment provision self-assessment tool

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	Strengths · Oxbridge Lane's enrichment programme is well established and ambitious, with the Cultural Passport providing a clear entitlement to a broad range of experiences throughout pupils' primary education. · Enrichment is fully supported by Senior Leadership and is integral to Oxbridge Lane's vision for raising aspirations, strengthening personal development and building cultural capital. As a result, pupils experience opportunities that extend their understanding of themselves, their community and the wider world. · Each year group has a planned and progressive programme of visits, visitors and community experiences. The programme is sequenced deliberately so that experiences build as pupils move through Oxbridge Lane, rather than operating as isolated events. · Educational visits are used as springboards for learning across the curriculum. Experiences are revisited in lessons and provide meaningful contexts through which pupils can make connections between subjects and deepen their understanding. · Oxbridge Lane places a strong emphasis on its local area and community, helping pupils develop pride in where they are from and a strong sense of belonging, while also using enrichment to broaden horizons beyond the local community. · All teaching staff contribute to the enrichment offer through clubs and wider opportunities, supporting collective ownership and ensuring enrichment is part of the culture of Oxbridge Lane. · Roles and responsibilities are understood, with leaders overseeing enrichment planning, curriculum links and participation. Staff consistently identify enrichment as a strength of Oxbridge Lane. Oxbridge Lane's distinctive approach: The Cultural Passport is a clear promise to every pupil: a carefully planned entitlement of experiences that every child will encounter during their time at Oxbridge Lane. Experiences are planned throughout the year and deliberately correlated across year groups, creating a progressive journey rather than a collection of isolated activities.

1.2 A school or college's enrichment offer is designed and delivered in alignment with its values, and curriculum intent.	4	Strengths · Enrichment is deliberately selected to strengthen curriculum intent rather than sitting alongside it. Visits, visitors, projects and clubs provide memorable contexts that help pupils connect and apply learning. · The Cultural Passport provides a coherent entitlement and supports progression in experiences as pupils move through Oxbridge Lane. · The offer reflects Oxbridge Lane's values and its commitment to cultural capital, personal development, aspiration and preparation for future education. · Music, STEM, enterprise, community projects and educational visits broaden pupils' experiences and help them see how their learning connects to life beyond the classroom. · As a result, pupils have opportunities to develop confidence, independence and wider knowledge alongside their academic learning. Impact in practice: Educational visits, visitors and community projects are selected for a clear purpose and connected to curriculum learning. Experiences are revisited and capitalised upon so pupils can use them as reference points for subsequent learning. Pupils therefore do not simply 'go on a trip'; they use experiences to deepen knowledge and make connections.
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	Strengths · Enrichment is used to support Oxbridge Lane's wider improvement priorities, including curriculum, personal development, aspiration, wellbeing and engagement. · Opportunities are planned around pupils' needs and statutory expectations, with staff CPD supporting the consistent delivery of high-quality enrichment. · The Cultural Passport and planned programme provide a strong foundation from which enrichment can contribute to school improvement rather than being treated as a collection of additional activities. Context and impact: Oxbridge Lane deliberately protects access to experiences that some pupils may otherwise miss because of family circumstances, while developing pride in the local area, confidence to explore beyond it and aspirations for the future.
Overall score (/12)	11	

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
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 Oxbridge Lane 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	Strengths · Oxbridge Lane provides a strong breadth of opportunities across all five DfE categories, ensuring pupils experience civic engagement, arts and culture, nature/outdoors/adventure, sport and physical activity, and wider life and future skills. · The breadth is not simply a list of activities: opportunities are selected to build experiences over time and to give pupils access to experiences they may not otherwise encounter. · Community projects are built into the experience of every year group, helping pupils understand and contribute to their local community. · Residential, outdoor learning and environmental activities broaden pupils' experiences beyond the classroom and develop independence, resilience and teamwork. · School Council, Pupil Parliament, fundraising and other leadership opportunities give pupils authentic opportunities to contribute and take responsibility. · The range of clubs reflects pupils' interests and staff expertise, giving pupils multiple entry points into enrichment. Impact in practice: The breadth of the Cultural Passport means pupils leave Oxbridge Lane with a bank of experiences across arts and culture, community, nature, sport and wider life skills. This is particularly important where pupils may not have access to the same opportunities outside school.
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 Oxbridge Lane and college day, such as within lunchtime clubs or timetabled lesson time.	3	Strengths · Clubs, visits and enrichment activities are provided throughout the academic year, with lunchtime, after-school and curriculum-linked opportunities giving pupils different access points. · Educational visits are embedded within curriculum planning and are sequenced across year groups so that experiences build rather than repeat. · Enrichment is therefore a regular feature of pupils' experience at Oxbridge Lane, with opportunities occurring both within and beyond Oxbridge Lane day. Impact in practice: Whole-school planning ensures experiences are distributed and correlated across year groups. Pupils encounter increasingly ambitious opportunities as they progress, allowing confidence and independence to develop over time.
Overall score (/8)	7	

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.	3	Strengths · Information about clubs, visits and wider opportunities is shared through newsletters, Arbor, letters and social media, with parents receiving advance information about participation and arrangements. · Staff actively promote opportunities and encourage pupils to take part, helping enrichment to be understood as an important part of school life rather than an optional add-on. · Oxbridge Lane is increasingly communicating the purpose behind enrichment, including its contribution to cultural capital, personal development, curriculum learning and belonging.
3.2 A school or college holds and communicates high aspirations for pupils and students to participate in the enrichment offer.	4	Strengths · High aspirations for participation are communicated consistently: all pupils are encouraged to engage in enrichment and staff actively support pupils who may be less likely to participate. · Financial barriers are reduced wherever possible, supporting Oxbridge Lane's commitment to ensuring that access to enrichment is not determined by family circumstances. · The Cultural Passport reinforces the message that enrichment is an entitlement for every pupil and contributes to Oxbridge Lane's ambition for all pupils to experience a rich and varied childhood. Impact: Oxbridge Lane's message is that enrichment is an entitlement, not something reserved for pupils whose families can afford it. Heavy subsidisation reduces the impact of family income and family size on access, enabling pupils to participate in experiences that may otherwise be financially difficult.

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	3	Strengths · Participation and achievement are celebrated through assemblies, displays, performances, social media and opportunities for parents to share pupils' successes. · Celebration helps pupils see enrichment as something valued by Oxbridge Lane community and provides recognition for achievements beyond the classroom. · Performances, community events and displays provide authentic audiences for pupils' work and give pupils opportunities to experience the confidence that comes from sharing their skills and achievements. Impact: Celebrating participation and achievement helps pupils recognise that their interests, talents, leadership and contributions beyond the classroom are valued. This reinforces confidence and encourages pupils to see themselves as active contributors to the Oxbridge Lane community.
3.4 All pupils and students are supported to reflect on their enrichment experiences, considering their learning, progress, personal interests and skills.	3	Strengths · Pupil voice and discussion are used following enrichment experiences and learning is often revisited in class. · Visits and experiences frequently become starting points for further learning, allowing pupils to make connections across the curriculum and consolidate what they have experienced. · Pupils are beginning to articulate the knowledge, skills and personal qualities developed through enrichment, particularly confidence, teamwork, independence and leadership. Impact: Reflection helps pupils move beyond remembering an activity to identifying what they learned, how they felt and which skills they developed. This supports pupils to recognise their own growth in confidence, independence, teamwork and cultural understanding.
Overall score (/16)	13	

4. An enrichment offer shaped by Oxbridge Lane 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.	3	Strengths · Pupil voice is a genuine influence on the offer through School Council, questionnaires and discussion, while staff contribute ideas based on their expertise and knowledge of pupils. · The club offer responds to pupil interests while the wider programme balances pupil choice with planned experiences that broaden horizons and introduce pupils to opportunities they may not otherwise select. · Feedback is used to refine provision so that the enrichment offer remains relevant and engaging. Impact: Pupil voice helps Oxbridge Lane balance pupil choice with the deliberate provision of experiences that broaden horizons. Pupils see that their views can shape provision while still benefiting from experiences they may not have chosen themselves.

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	Strengths · Pupil leadership is well established through Pupil Parliament roles including Diversity Leaders, Wellbeing Ambassadors, Behaviour, Bully Busters, Fundraisers and Teaching and Learning Ambassadors. · Playground leaders, reading buddies and opportunities within community events provide authentic responsibilities that develop communication, confidence, teamwork and a sense of contribution. · Leadership opportunities help pupils move from participating in enrichment to shaping and supporting experiences for others. Impact: Leadership opportunities give pupils authentic responsibility, developing confidence, communication, decision-making and independence.
4.3 The enrichment offer considers how the interests, expertise and capacity of school or college staff may shape the offer.	4	Strengths · Staff interests, talents and expertise directly shape the enrichment offer, with strong expertise in music, sport and STEM contributing to the breadth of opportunities available. · Teachers willingly contribute beyond the core curriculum, strengthening the sense that enrichment is a shared responsibility and part of Oxbridge Lane's culture. · This staff ownership enables pupils to access experiences that reflect the strengths and passions within Oxbridge Lane community.
Overall score (/12)	10	

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	Strengths · Oxbridge Lane has a strong commitment to equitable access. Financial support, practical adjustments and SEND adaptations are used to reduce barriers and ensure pupils can participate. · The Cultural Passport provides a whole-school entitlement, supporting the principle that every pupil should experience a broad range of enrichment regardless of circumstance. · Provision is adapted where necessary so that pupils with additional needs can access experiences meaningfully, rather than simply being present. · As a result, enrichment is used to widen opportunity and strengthen inclusion, cultural capital and belonging. Oxbridge Lane's rationale: Some families have several children, making the cost of taking pupils to the cinema, theatre or away to London difficult to afford. Some pupils who have moved to England have never experienced a beach. Oxbridge Lane therefore deliberately makes these experiences part of the entitlement for every pupil and heavily subsidises them so that a child's childhood is not limited by deprivation. Impact: This widens access to cultural and childhood experiences and ensures that family income, family size or previous opportunity does not determine the richness of a pupil's experience at primary school.
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	Strengths · SONAR, club registers, vulnerable pupil reviews and staff knowledge are used to monitor participation and identify pupils who may be missing opportunities. · Leaders can use participation information alongside their knowledge of pupils to identify patterns and consider where additional encouragement or practical support may be needed. · Monitoring is increasingly being used to move the conversation beyond whether an activity took place towards who benefited from it and who may still be at risk of missing out.

5.3 The delivery of a school or college's enrichment offer is tailored to their individual circumstances, local context and community needs.	4	Strengths · Enrichment is deliberately rooted in Oxbridge Lane's local context and community, helping pupils develop pride in where they are from and a strong sense of belonging. · Local experiences are balanced with visits and opportunities that broaden pupils' horizons and expose them to places, people and experiences beyond their immediate community. · The programme provides cultural capital that some pupils may not otherwise access, helping to widen aspirations and build knowledge of the wider world. · The local area is not simply a setting for enrichment; it is used as a resource for curriculum learning, community connection and identity. Local impact: Experiences such as visits to the Tees Barrage help pupils understand and value the place they come from, strengthening pride and belonging. These local experiences are balanced with opportunities beyond the immediate community so pupils develop both rootedness and ambition.
Overall score (/12)	11	
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 Oxbridge Lane 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	4	Strengths · Oxbridge Lane has developed strong partnerships with sports clubs, universities, STEM providers, museums, authors, employers and community organisations. · Visitors, workshops and educational visits bring expertise and real-world experiences into pupils' learning and strengthen curriculum connections. · Partnerships are selected to broaden pupils' experiences and raise aspirations, giving pupils access to people, places and expertise that may otherwise be outside their everyday experience. · External partnerships complement Oxbridge Lane's own strengths rather than replacing them, helping Oxbridge Lane offer experiences that are both ambitious and locally relevant. Impact: External partners give pupils access to people, places and expertise beyond their everyday experience. These encounters make unfamiliar careers, cultures, environments and future pathways more tangible and achievable.
6.2 A school or college has clear and proportionate processes for feedback and review of work with external partners.	3	Strengths · Clear safeguarding, risk assessment and quality assurance processes are in place when working with external partners. · Established relationships with trusted providers support high-quality experiences and enable Oxbridge Lane to build continuity and confidence in partnership work. · Partnerships are considered in relation to curriculum and enrichment aims, helping ensure external input adds genuine value to pupils' experiences.

6.3 A school or college creates clear signposting to opportunities that extend beyond Oxbridge Lane or college's own offer.	3	Strengths · Families are signposted to holiday clubs, sports clubs and wider community opportunities through Arbor, newsletters, social media and school displays. · Strong relationships with sports clubs, universities, STEM providers and community organisations extend the range of opportunities available beyond school. · Financial support helps reduce barriers for disadvantaged pupils when accessing enrichment beyond school. · Oxbridge Lane encourages pupils to participate in competitions, community projects and wider opportunities, supporting continued engagement beyond Oxbridge Lane's own programme.
Overall score (/12)	10	

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	Strengths · Enrichment is intentionally designed around outcomes including confidence, resilience, wellbeing, teamwork, leadership, cultural capital, independence and belonging. · Activities are tailored to pupils' interests, needs and aspirations, supporting personal development and engagement with school. · Experiences are used to help pupils understand themselves, their community and the wider world, with a strong emphasis on belonging and participation. · As a result, enrichment contributes to pupils becoming more confident, capable and outward-looking, rather than simply increasing the number of activities they experience. Impact in practice: The progressive residential model is a clear example of the intended impact. Pupils move from one night away in Year 4, to two nights at an outdoor centre in Year 5, to three nights in London in Year 6. The progression gives pupils repeated opportunities to practise independence, resilience, confidence and teamwork in increasingly unfamiliar environments. For some pupils, this is their first experience of staying away from home. Wider impact: Whole-school experiences, including cinema, theatre and beach visits, were introduced because Oxbridge Lane recognised that some pupils had never had these experiences. Providing them for every pupil creates shared childhood experiences and broadens cultural capital. The ambition is that pupils leave Oxbridge Lane with a childhood rich in experiences, rather than a childhood limited by circumstance.

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	Strengths · Participation is monitored through SONAR, club registers and pupil voice, enabling leaders to identify patterns and inform future planning. · Leaders use participation information alongside qualitative knowledge of pupils to consider access and engagement. · Pupil feedback contributes to shaping the offer and provides evidence about what pupils value and what they would like to experience next. · Oxbridge Lane is developing its approach from tracking participation towards evaluating the difference enrichment makes to pupils' confidence, wellbeing, engagement, belonging and wider skill development. Next stage of impact evaluation: Oxbridge Lane is strengthening the way it captures the difference enrichment makes to confidence, wellbeing, engagement, belonging, independence, leadership and aspirations, moving beyond participation data alone.
Overall score (/8)	6	

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	Strengths · Staff and pupil feedback is routinely used to review the enrichment offer, with parent feedback also informing development. · Recent parent feedback requesting more clubs and opportunities for pupils with SEND demonstrates that Oxbridge Lane listens and responds to community priorities. · Feedback helps ensure that enrichment remains relevant, engaging and responsive to pupils' needs, while supporting Oxbridge Lane's commitment to continuous improvement. Impact: Feedback is used to identify where pupils and families need different or additional opportunities. This ensures the offer remains responsive to the actual experiences and needs of the Oxbridge Lane community.
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	Strengths · Enrichment evolves in response to pupil needs, staff feedback and emerging opportunities. · Staff regularly review the breadth and quality of provision, including the five DfE categories and access to opportunities. · The Cultural Passport provides a strong mechanism for reviewing the experiences pupils receive across their time at Oxbridge Lane and for identifying where the offer can be strengthened. Impact in practice: The breadth of the Cultural Passport means pupils leave Oxbridge Lane with a bank of experiences across arts and culture, community, nature, sport and wider life skills. This is particularly important where pupils may not have access to the same opportunities outside school.
Overall score (/8)	6	

Key strategic priorities for improvement

The self-assessment identifies a strong and well-established enrichment offer. The priorities below consolidate the actions identified across the eight benchmarks into a small number of strategic areas. These should provide the direct link between the self-assessment and Oxbridge Lane's action plan.

1. Make the impact of enrichment more explicit and measurable

- Define the intended outcome(s) for key enrichment experiences and identify how these will be evaluated.
- Develop a proportionate approach to tracking impact beyond participation, including confidence, wellbeing, belonging, leadership, engagement and wider skill development.
- Use SONAR, pupil voice, registers and other existing evidence to evaluate impact over time rather than creating unnecessary additional systems.
- Use findings to inform future enrichment planning and demonstrate the difference the offer makes to pupils.

2. Strengthen whole-school strategic planning and quality assurance

- Develop a published annual enrichment strategy/calendar with clear links to Oxbridge Lane Development Plan and curriculum progression.
- Establish an annual enrichment quality-assurance cycle, including review of the five DfE categories, participation, accessibility, impact and governor oversight.
- Use the Cultural Passport as a key mechanism for checking progression and entitlement across pupils' time at Oxbridge Lane.
- Ensure all areas currently graded 3 have a clear improvement action within Oxbridge Lane action plan.

3. Deepen pupil and community voice, reflection and celebration

- Introduce a consistent, proportionate process for pupils to reflect on enrichment experiences and articulate the knowledge, skills and personal qualities developed.
- Strengthen parent feedback arrangements and use participation information to explore barriers for pupils who engage less frequently.
- Further develop celebration of enrichment through certificates/awards, refreshed displays, assemblies and appropriate recognition in pupil records.
- Develop pupil leadership opportunities further, including Sports Leaders, Enrichment Ambassadors and increased leadership within clubs.

4. Extend access and opportunity beyond Oxbridge Lane

- Continue to develop partnerships with employers, environmental organisations, careers providers, cultural organisations, charities and further education providers.
- Create a central directory/signposting route for local enrichment opportunities available to families.
- Increase promotion of arts, music, volunteering, environmental and careers opportunities beyond school.
- Monitor access to external opportunities so that financial, SEND or other barriers are identified and addressed.

5. Continue to develop the breadth and distinctiveness of the Oxbridge Lane offer

Distinctive practice: Oxbridge has introduced a deliberate progression in residential experiences. Pupils experience one night away in Year 4 in a local city, two nights in Year 5 at an outdoor centre and three nights in London in Year 6. The heavily subsidised model is intended to ensure that a pupil's experience of childhood is not determined by deprivation and to progressively develop independence, confidence, resilience and aspiration.

- Continue expanding outdoor learning, Forest School, local heritage and community opportunities.
- Use Oxbridge Lane's local context as a deliberate curriculum and enrichment resource while continuing to broaden pupils' horizons.
- Continue reviewing the Cultural Passport against pupil interests, curriculum progression, community context and emerging opportunities.
- Maintain the strong staff ownership of enrichment and use CPD and partnerships to broaden expertise where this adds value.

The areas graded 3 are not being treated as weaknesses in an otherwise strong offer; they identify aspects that are embedded but where Oxbridge Lane can strengthen consistency, evaluation or evidence of impact. The strategic priorities above therefore provide a single action-plan route for the graded-3 areas, rather than repeating individual actions throughout the tool.

Protecting and extending Oxbridge Lane's distinctive offer

The distinctive features identified through the self-assessment are established strengths rather than separate improvement priorities. The focus is to sustain and extend them through the four action-plan strands above. This includes the Cultural Passport, the progressive programme of experiences, local community links and the deliberate progression in residential experiences.

Oxbridge Lane's residential progression provides a clear example of this approach: pupils experience one night away in Year 4 in a local city, two nights in Year 5 at an outdoor centre and three nights in London in Year 6. The heavily subsidised model is intended to ensure that pupils' childhood experiences are not determined by deprivation while progressively developing independence, confidence, resilience and aspiration.

The intention remains that every pupil leaves Oxbridge with a childhood rich in experiences, rather than a childhood limited by circumstance.

Mapping the self-assessment to the action plan

Every area currently graded 3 is mapped below to an existing 2026/27 enrichment action-plan priority. This provides a clear line of sight between the evidence in the self-assessment and the actions, monitoring and evaluation already established in the action plan.

Self-assessment	Area for development	Action-plan priority	Action-plan focus
1.3	Strategic planning and evaluation	3. A Continually Improving Enrichment Offer	Annual enrichment review, self-assessment and action-plan update.
2.2	Breadth, regularity and balance of opportunities	3. A Continually Improving Enrichment Offer	Use participation and provision analysis to identify gaps and strengthen balance.
3.1	Communication and clarity of the enrichment offer	1. A Well-Communicated Enrichment Offer	Annual enrichment calendar and clearer communication of opportunities and their purpose.
3.3	Celebration of participation and achievement	1. A Well-Communicated Enrichment Offer	Celebrate enrichment through newsletters, Arbor, social media, displays and assemblies.
3.4	Pupil reflection on enrichment experiences	3. A Continually Improving Enrichment Offer	Structured pupil voice and feedback to inform evaluation and future provision.
4.1	Pupil and community voice	1. A Well-Communicated Enrichment Offer / 3. A Continually Improving Enrichment Offer	Strengthen pupil and parent feedback and use findings to improve access and provision.
4.2	Pupil leadership and responsibility	1. A Well-Communicated Enrichment Offer	Further develop leadership opportunities and recognise pupil participation and achievement.
5.2	Participation and access for all pupils	4. An Outcomes-Focused Enrichment Offer	Use SONAR and participation analysis to identify and address participation gaps.
6.2	Evaluation of external partnerships	2. An Enrichment Offer that Works in Partnership	Introduce annual evaluation of partnership impact using pupil, staff and provider feedback.
6.3	Wider opportunities beyond Oxbridge Lane	2. An Enrichment Offer that Works in Partnership	Maintain a directory and strengthen signposting to external enrichment opportunities.
7.1	Impact on pupil outcomes	4. An Outcomes-Focused Enrichment Offer	Define and evaluate intended outcomes including confidence, resilience, wellbeing, aspirations and engagement.
7.2	Evidence of impact	4. An Outcomes-Focused Enrichment Offer	Triangulate SONAR, participation data and pupil voice to demonstrate impact over time.
8.1	Feedback from stakeholders	3. A Continually Improving Enrichment Offer	Gather structured feedback from pupils, parents, staff and external partners.
8.2	Using evaluation to drive improvement	3. A Continually Improving Enrichment Offer	Use evaluation findings to update provision and the enrichment action plan.

