



Oxbridge Lane Primary School

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 • The school has a well-established and ambitious enrichment programme underpinned by its Cultural Passport, ensuring every pupil accesses a broad range of high-quality experiences throughout their primary education. • Enrichment is fully supported by Senior Leadership and is recognised as an integral part of the school's vision for raising aspirations, improving personal development and enhancing cultural capital. • Every year group has a carefully planned programme of educational visits, visitors and community projects that complement curriculum learning. • All teaching staff contribute to the enrichment offer through the delivery of after-school clubs and wider opportunities, ensuring ownership across the school. • Roles and responsibilities are clearly understood, with leaders overseeing enrichment planning, curriculum links and participation. • Staff consistently recognised enrichment as a strength of the school, highlighting the breadth of opportunities available and the commitment of leaders to maintaining high-quality provision. Actions to Improve • Develop a published whole-school annual enrichment strategy linked directly to the School Development Plan. • Formalise monitoring arrangements to include an annual quality assurance cycle, participation analysis and governor oversight. • Continue reviewing and adapting the Cultural Passport to reflect changing pupil interests and emerging opportunities.

1.2 A school or college's enrichment offer is designed and delivered in alignment with its values, and curriculum intent.	4	Strengths • Enrichment opportunities are carefully chosen to enhance the curriculum. • Activities support the school's values and curriculum intent. • Strong emphasis on cultural capital, personal development and preparing pupils for future education. • Music, STEM, enterprise, community projects and educational visits broaden learning. Actions to Improve • Continue reviewing the Cultural Passport annually to ensure it reflects changing pupil interests. • Strengthen links between enrichment and curriculum progression documents.
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 supports School Improvement Priorities. • Opportunities are planned around pupils' needs and statutory expectations. • Staff CPD supports delivery of high-quality enrichment. Actions to Improve • Make links between enrichment and the School Development Plan more explicit. • Include measurable enrichment success criteria within school improvement planning.
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, residentials 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	Strengths • Excellent breadth of opportunities across all five DfE categories. • Strong sports, arts, music and STEM offer. • Community projects in every year group. • Residentials, outdoor learning and environmental activities. • School Council, fundraising and leadership opportunities. • Wide range of clubs reflecting pupils' interests. Actions to Improve • Audit provision annually to ensure equal coverage across all five areas. • Continue expanding outdoor learning and Forest School opportunities.
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	Strengths • Clubs, visits and enrichment activities take place throughout the academic year. • Lunchtime and after-school provision is well established. • Educational visits are embedded within curriculum planning. Actions to Improve • Improve monitoring so opportunities are evenly distributed throughout the year. • Ensure every year group receives a balanced enrichment offer.
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.	3	Strengths • Information is shared through newsletters, Arbor, letters and social media. • Parents receive advance information about visits and clubs. • Staff actively promote opportunities. Actions to Improve • Publish an annual enrichment calendar. • Increase social media coverage of enrichment. • Improve communication around the wider purpose and impact of enrichment.
3.2 A school or college holds and communicates high aspirations for pupils and students to participate in the enrichment offer.	4	Strengths • All pupils are encouraged to participate. • Financial barriers are reduced wherever possible. • Staff actively encourage reluctant pupils. Actions to Improve • Monitor participation of groups who engage less frequently. • Explore reasons why some pupils do not participate.

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 • Assemblies celebrate achievements. • Displays and performances showcase pupils' successes. • Social media highlights enrichment. • Parents attend performances and events. Actions to Improve • Introduce enrichment certificates or awards. • Refresh displays more regularly. • Consider recognising enrichment within annual reports.
3.4 All pupils and students are supported to reflect on their enrichment experiences, considering their learning, progress, personal interests and skills.	3	Strengths • Some pupil voice and discussion follows enrichment experiences. • Learning is often revisited in class. Actions to Improve • Introduce a consistent reflection process after visits and events. • Allow pupils to record how enrichment has developed their knowledge and skills.
Overall score (/16)	13	

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.	3	Strengths • Strong pupil voice through School Council and questionnaires. • Staff contribute ideas based on expertise. • Club offer reflects pupil interests. Actions to Improve • Gather parent feedback more consistently. • Evaluate uptake through regular surveys.
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 Parliament (Diversity Leaders, Wellbeing ambassadors, behaviour, bully busters, fundraisers, Teaching and Learning Ambassadors) • Playground leaders. • Reading buddies. • Opportunities during community events. Actions to Improve • Develop Sports Leaders. • Introduce Enrichment Ambassadors. • Increase pupil leadership within clubs.
4.3 The enrichment offer considers how the interests, expertise and capacity of school or college staff may shape the offer.	4	Strengths • Staff talents influence enrichment provision. • Strong music, sport and STEM expertise. • Teachers willingly contribute beyond the curriculum. Actions to Improve • Continue CPD to broaden staff expertise. • Build further partnerships to support staff development.
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 • Strong commitment to inclusion. • Financial support removes barriers. • SEND adaptations ensure access. • Cultural Passport guarantees opportunities for all. Actions to Improve • Continue reviewing accessibility annually.
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. • Staff identify pupils missing opportunities. Actions to Improve • Produce participation reports by: ○ SEND ○ Pupil Premium ○ Gender ○ Attendance ○ Year group • Analyse trends over time.
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 reflects the local community. • Trips broaden pupils' horizons. • Strong cultural capital opportunities. Actions to Improve • Continue expanding local heritage and outdoor learning.
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 the school or college.</i>	Score 1 to 4	Evidence base and points to note
6.1 A school or college explores opportunities to work in partnership locally, nationally or virtually to broaden and improve the quality of their offer. They ensure their offer leverages expertise and infrastructure available beyond their own staff. Partnerships may include those with: • Local sport clubs, arts organisations, enrichment providers, community or voluntary sector organisations • Museums, science and discovery centres, theatres, libraries, or sport and music venues • Local, regional and national employers, enterprise advisers (employer volunteers), mentors, and other connections made through the local careers hubs • Further and higher education providers • Guest speakers, STEM ambassadors, artists-in-residence, or enrichment collaborations • Philanthropic organisations, including businesses engaging in corporate social responsibility This could support activity including: • Upskilling and resources for delivery of enrichment led by school or college staff • External delivery of enrichment activities and experiences • Off-site trips and visits	4	Strengths • Strong partnerships with sports clubs, universities, STEM providers, museums, authors, employers and community organisations. • A wide range of visitors, workshops and educational visits enhance the curriculum. • Partnerships provide pupils with meaningful real-world experiences and raise aspirations. Actions to Improve • Expand partnerships with employers, environmental organisations and careers providers. • Increase opportunities for pupils to engage with local businesses and industry.

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. • Strong relationships with trusted providers ensure high-quality enrichment experiences. • Partnerships are well organised and support the school's curriculum and enrichment offer. Actions to Improve • Introduce formal feedback from external partners following activities. • Evaluate the impact of partnerships annually to inform future planning and strengthen provision.
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6.3 A school or college creates clear signposting to opportunities that extend beyond the school or college's own offer.	3	Strengths • Signposts families to holiday clubs, sports clubs and community activities. • Strong partnerships with sports clubs, universities, STEM providers and community organisations. • Promotes external opportunities through Arbor, newsletters, social media and school displays. • Financial support helps disadvantaged pupils access enrichment beyond school. • Encourages participation in competitions, community projects and wider enrichment opportunities. Actions to Improve • Develop a central directory of local enrichment opportunities. • Increase promotion of arts, music, volunteering, environmental and careers opportunities. • Monitor uptake of external opportunities to identify barriers to participation. • Expand partnerships with employers, charities, cultural organisations and further education providers.
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 designed to develop confidence, resilience, wellbeing, teamwork, leadership and cultural capital. • Activities are tailored to pupils' interests, needs and aspirations, supporting personal development and school engagement. • Opportunities promote a strong sense of belonging and encourage participation within the wider community. Actions to Improve • Clearly identify and evaluate the intended outcomes of each enrichment activity to better demonstrate impact.
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 in enrichment is monitored through SONAR, club registers and pupil voice. • Leaders use participation data to identify trends and inform future planning. • Pupil feedback helps shape and improve the enrichment offer. Actions to Improve • Develop a comprehensive enrichment tracking system to measure impact beyond participation. • Use data to evaluate the impact of enrichment on attendance, behaviour, wellbeing, confidence, academic engagement and pupil voice over time.
Overall score (/8)		

8. A continually improving enrichment offer <i>A school or college puts in place consistent and efficient mechanisms to improve the quality and impact of any enrichment activity or the enrichment offer as a whole.</i>	Score 1 to 4	Evidence base and points to note
8.1. A school or college gathers feedback from pupils and students, parents, staff and external partners (where appropriate). Processes for feedback may differ depending on the type of school or college.	3	Strengths • Staff and pupil feedback is routinely gathered to review and improve the enrichment offer. (E.g parent survey recently requested more clubs and offer for pupils with SEND needs) • Parent feedback helps inform future planning and development. • Feedback is used to ensure enrichment remains relevant, engaging and responsive to pupils' needs. Actions to Improve • Introduce structured parent surveys to gather more consistent feedback. • Seek formal evaluations from external partners to support quality assurance and continuous improvement.
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 regularly review provision. Actions to Improve • Complete an annual enrichment self-evaluation. • Audit all five enrichment categories. • Review participation data termly. • Use findings to update the Cultural Passport and enrichment offer.
Overall score (/8)	6	