

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	3 SLT members are involved in the OJS Bloom team. OJS Bloom has a documented whole-school rationale, club offer, leadership ownership and proposed monitoring cycle. Each member has a clarified role within the team.
1.2 A school or college's enrichment offer is designed and delivered in alignment with its values, and curriculum intent.	3	Bloom explicitly complements PSHE/RHE, citizenship, British Values, protected characteristics, safety workshops, STEM experiences, careers and pastoral provision; RESPECT values offer a coherent school ethos. The ethos is supported by parental and pupil voice along with sporting competitions, enrichment days and broadening experiences which are central to the curriculum.
1.3 A school or college considers how their enrichment offer contributes to achieving development priorities and statutory requirements. They should include this within their school or college development plan (SDP/CDP) where appropriate.	4	The Bloom implementation document maps enrichment to the September 2026 Ofsted personal development and wellbeing expectations. Enrichment supports the SDP priorities including attendance, pupil voice, behaviour, inclusion, PD, oracy, reading, mathematics and British values.
Overall score (11/12)		

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	Create: Develop imagination, creativity and self-expression through music, art, drama, dance, design and performance. Explore: Experience the wider world through educational visits, outdoor learning, STEM, history, geography, residential and new adventures. Move: Promote healthy lifestyles, teamwork and resilience through sport, physical activity and outdoor challenge. Lead: Develop confidence, responsibility and independence by taking on leadership roles, representing the school and making a difference. Care: Build empathy, wellbeing and citizenship through acts of kindness, environmental action, volunteering and supporting others. Current offer includes gardening, choir, chess, robotics, drama, animation, sewing, textiles, trivia, football, pet care, art, homework, TTRockstars, library, computing, writing, science, gymnastics, book club, LEGO, multi-sport, netball, flag club, maths games and board games Careers Week and community experiences broaden this further. HSBC finance education has been offered to all children as part of the curriculum. Arts and Culture: Visits to the Philharmonic Orchestra, Future Yard, Young Voices, pantomime visits, gallery and art exhibitions, poetry performance, debate competitions. Civic Engagement: Pupil Voice activities, Eco Council, School Council and leadership opportunities.
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		Sport and Physical Activity: Sports Day, Football Tournament, Netball Tournament, Dance competitions and Orienteering. Developing Wider Life and Future Skills: STEM opportunities, Digital literacy and online safety and Road safety. Nature, Outdoors and Adventure: Orienteering, Road Safety, Water Safety, Outdoor sports events and Climate and outdoor learning opportunities through enrichment programme
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	The enrichment tracker demonstrates a planned programme running throughout the year from September to July. Activities are delivered during assemblies, curriculum lessons, workshops, visitor sessions, class projects, parental engagement events and enrichment days, ensuring pupils access opportunities during the school day.
Overall score (8/8)		

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
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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	Parents are regularly invited to workshops, assemblies, concerts, consultations, sports day, seasonal celebrations and performances. The enrichment calendar demonstrates clear communication of opportunities throughout the year. The SEF highlights strong parental engagement and regular communication with families. Bloom launch and family-facing communications are planned; previous PD passport work included parent engagement and meetings. Parents receive weekly updates via the school newsletter.
3.2 A school or college holds and communicates high aspirations for pupils and students to participate in the enrichment offer.	3	Bloom is explicitly framed as an entitlement for every pupil, not a reward for a small group. Leaders prioritise enrichment to increase engagement, belonging and aspirations.
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	Evidence exists through assemblies, performances, class assemblies, celebration events, sports day and leadership opportunities. Certificates given to all children who participated in the clubs. Bloom Booklets will acknowledge achievements of children participating in different enrichment opportunities. Enrichment contributions acknowledged in weekly RESPECT Awards, end of year reports and as part of the PD programme.
3.4 All pupils and students are supported to reflect on their enrichment experiences, considering their learning, progress, personal interests and skills.	3	Bloom plans pupil voice and a portfolio of experiences. Pupil voice activities, surveys and leadership opportunities provide opportunities for reflection.
Overall score (12/16)		

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.	3	Clubs survey and pupil voice are part of the planned Bloom approach. Parental surveys have been recorded via Google forms with additional surveys planned each term. These are then analysed and gaps are identified. As well as individual pupil voice, the school has a pupil council, worry box and curriculum reviews involving pupil feedback. Staff survey to be conducted in the near future.
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	Surveys, worry boxes, curriculum reviews involving pupil feedback. Some pupils have received ambassador roles: sports ambassador, librarian, school council, house captain. Some pupils have started their own clubs during lunch, including chess club and dance club. Mentoring of pupils to begin in Autumn 2.
4.3 The enrichment offer considers how the interests, expertise and capacity of school or college staff may shape the offer.	3	The range of arts, music, sport and curriculum-based enrichment demonstrates staff involvement.
Overall score (9/12)		

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	Inclusion is a strength. There is a member of the Inclusion team in the 'Bloom Team' who oversees this. The school adapts provision for SEND pupils, maintains a specialist provision, provides personalised support, ensures representation of vulnerable groups in pupil voice activities and places inclusion at the centre of its ethos. Enrichment activities are delivered during the school day, reducing access barriers. Enrichment is designed to: • broaden experiences • increase aspirations • strengthen engagement with education • promote belonging • build confidence to navigate wider society
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 central tracker, half-termly reviews and analysis by pupil group are specified and will be continued. Participation has been a focus for discussion in parental meetings and is encouraged through newsletters, assemblies, PSHE lessons and Arbor.

5.3 The delivery of a school or college's enrichment offer is tailored to their individual circumstances, local context and community needs.	3	Our local area needs means that we support: • Extensive parental engagement • Aspirational careers education • Community participation • Belonging and inclusion work • Attendance and engagement initiatives • Programmes promoting broader life experiences and contact beyond the immediate community
Overall score (9/12)		

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	3	Community links, careers visitors and local cultural/outdoor experiences have been discussed. NSPCC Scottish Power Jackson's Animal Rescue Manor Care Home RNLI Network Rail Claire House Tough Runner Action for Children M&M Productions St Mary's Parish Church Careers Week Science Museum Philharmonic Floral Pavillion Upton Library Soccer@School CGGS Performance Lego Workshop
6.2 A school or college has clear and proportionate processes for feedback and review of work with external partners.	2	The SDP and SEF identify monitoring, pupil voice and evaluation systems.

6.3 A school or college creates clear signposting to opportunities that extend beyond the school or college's own offer.	2	Partnerships and external providers expose pupils to opportunities beyond the school. However, explicit evidence of formal signposting for activities beyond the school's own offer is limited in the documents reviewed.
Overall score (7/12)		

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	The enrichment programme actively supports: • Educational engagement • Attendance • Behaviour • Social and emotional development • Wellbeing • Belonging • Leadership • British Values • Careers awareness • Personal development These outcomes feature prominently within the SEF and SDP priorities.
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	The school has established systems including: • Pupil voice surveys • Learning walks • Attendance data • Behaviour analysis • Governor scrutiny • Progress reviews • Monitoring cycles • Personal development evaluations These provide mechanisms for evaluating impact
Overall score (6/8)		

8. A continually improving enrichment offer <i>A school or college puts in place consistent and efficient mechanisms to improve the quality and impact of any enrichment activity or the enrichment offer as a whole.</i>	Score 1 to 4	Evidence base and points to note
8.1. A school or college gathers feedback from pupils and students, parents, staff and external partners (where appropriate). Processes for feedback may differ depending on the type of school or college.	3	The school gathers feedback through: • Pupil surveys • Focus groups • Worry boxes • Parent consultations • Governor monitoring These are explicitly identified within the SDP
8.2 A school or college works to continuously improve their enrichment offer. Areas to consider as part of this process could include: • Provision and quality of activities across all five categories (2.1) • Participation rates, particularly for pupils at risk of missing out (5.2) • Provision of free, subsidised and paid activities • Impact on agreed desired outcomes (7.1)	3	The school demonstrates a strong cycle of: • Monitoring • Evaluation • School improvement planning • Stakeholder feedback • Attendance review • Pupil voice • Governor challenge The enrichment offer continues to evolve in response to identified priorities, particularly around attendance, belonging, pupil leadership and personal development.
Overall score (6/8)		