Whitemoor Academy Enrichment Provision Self-Assessment 2026-27

1. A strategically aligned enrichment offer *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.*	**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	Structured whole-school Personal Development entitlement: Be / Know / Understand / Experience / Contribute. Enrichment is explicitly integrated with the Whitemoor Way, SCARF, Picture News, visits, sport, arts and pupil leadership. Personal Development is a named SIP priority and is led and monitored strategically.
1.2 A school or college's enrichment offer is designed and delivered in alignment with its values, and curriculum intent.	4	The enrichment offer is explicitly aligned to Whitemoor values and curriculum intent: "Be Our Best Selves", "Everybody Matters" and "Outstanding Opportunities". Experiences are designed to broaden horizons, discover talents and complement the taught 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	Personal Development and wellbeing is a specific SIP priority. Success criteria include high participation across groups, progression from EYFS to Year 6, British Values/protected-characteristics knowledge and equitable SEND/disadvantaged access.
Overall score (/12)	12/12	Overall score based on currently evidenced practice. Scores are deliberately conservative where systems are still being strengthened or the searched evidence does not demonstrate consistent whole-school implementation.

2. **A broad and well-rounded enrichment offer** *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.*	**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	Very broad offer evidenced across all five benchmark categories: civic engagement through School Council, Primary Parliament, leadership and debate; arts/culture through music, arts and performances; outdoor/wider visits; extensive sport; and wider-life/future experiences including university/college encounters and curriculum-linked visits.

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	Provision is regular across the year and includes curriculum/timetabled experiences, whole-school events, visits, visitors, lunchtime clubs and after-school clubs. Current evidence records 88 after-school clubs, 32 educational visits and 51 sports competitions each year.
Overall score (/8)	8/8	Overall score based on currently evidenced practice. Scores are deliberately conservative where systems are still being strengthened or the searched evidence does not demonstrate consistent whole-school implementation.

3. **A well-communicated enrichment offer that celebrates participation and achievement** *A school or college has an enrichment offer that is understood by pupils, students and parents, and celebrates participation and achievement.*	**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	The offer is communicated through the coherent Personal Development entitlement and Arbor is used for club communication/sign-up. The school describes parents as active partners. Clear evidence that the entire enrichment offer is systematically communicated to all pupils and families is not yet strong enough for a 4.
3.2 A school or college holds and communicates high aspirations for pupils and students to participate in the enrichment offer.	3	High aspiration is explicit through the Whitemoor Way and Outstanding Opportunities. However, current evidence demonstrates aspiration more clearly than sustained whole-community participation and review, so a score of 3 is more secure.
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	Achievements are celebrated through regular celebration assemblies, school recognition and parental sharing of achievements. We cannot yet demonstrate a consistent enrichment-specific system of certification, reports or awards across the whole offer.

3.4 All pupils and students are supported to reflect on their enrichment experiences, considering their learning, progress, personal interests and skills.	2	Pupil voice is used and impact evaluation through pupil voice is a SIP action, but the evidence base identifies strengthening evidence of what pupils know, remember, value and apply as a next step. Systematic reflection on enrichment by every pupil is therefore developing rather than embedded.
Overall score (/16)	11/16	Overall score based on currently evidenced practice. Scores are deliberately conservative where systems are still being strengthened or the searched evidence does not demonstrate consistent whole-school implementation.

4. **An enrichment offer shaped by the school community** *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.*	**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	Pupil voice is frequent and described as integral to decision-making; School Council and monitoring pupil voice inform provision. Parent and staff feedback is also used in wider school improvement, but a clearly evidenced recurring cycle specifically shaping enrichment is less secure.
4.2 Where appropriate, pupil or student leadership of enrichment activities is encouraged, with support and guidance from staff or external providers, with appropriate safeguards in place.	4	Leadership is a core entitlement and increases towards upper KS2. Evidence includes School Council, Head Boy/Head Girl, Primary Parliament and other pupil-leadership roles, with the SEF noting the highest number of leadership roles in school history.
4.3 The enrichment offer considers how the interests, expertise and capacity of school or college staff may shape the offer.	3	The breadth of staff-led clubs, sport, arts, music and events demonstrates that staff expertise/capacity shapes provision. However, the searched evidence does not show a formal process for auditing staff interests and expertise to shape the offer.
Overall score (/12)	10/12	Overall score based on currently evidenced practice. Scores are deliberately conservative where systems are still being strengthened or the searched evidence does not demonstrate consistent whole-school implementation.

5. An accessible and engaging enrichment offer *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.*	**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	Equity is explicit through reasonable adaptations, lunchtime opportunities, invite-only provision and support for pupils in the Hive. Arbor club participation has now been analysed across Spring 2, Summer 1, Summer 2 and Autumn 1, including take-up by pupils with SEND and those eligible for Pupil Premium. This provides an increasingly secure evidence base for evaluating equitable access. Continued analysis and response to any identified gaps is required before this is securely evaluated as a 4.
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	Arbor is used systematically to monitor club participation, including analysis of take-up by SEND and Pupil Premium pupils. Analysis is available for Spring 2, Summer 1, Summer 2 and Autumn 1, enabling leaders to identify patterns in participation and groups or individuals at risk of missing out. Findings are used to inform subsequent provision and targeted action where required.
5.3 The delivery of a school or college's enrichment offer is tailored to their individual circumstances, local context and community needs.	4	The offer is strongly tailored to Whitemoor's context and "Everybody Matters" ethos, with inclusive provision, local/community links, curriculum-linked experiences and specific SEND enrichment planning. The wider school plan responds explicitly to the needs of vulnerable groups and the local context.

Overall score (/12)	10/12	Overall score based on currently evidenced practice. Scores are deliberately conservative where systems are still being strengthened or the searched evidence does not demonstrate consistent whole-school implementation.

6. **An enrichment offer that works in partnership** *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.*	**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	3	A strong range of external and community partnerships is evidenced. Evidence of a systematic strategic cycle for using and evaluating external expertise is less secure, so 3 is prudent.

6.2 A school or college has clear and proportionate processes for feedback and review of work with external partners.	2	External partnerships are evident, but there is not establish a consistent, proportionate feedback-and-review process covering enrichment partners. This is best scored as developing until partner review evidence is systematic.
6.3 A school or college creates clear signposting to opportunities that extend beyond the school or college's own offer.	2	There are clear examples of links beyond school and wider community partnerships, but the searched evidence does not demonstrate systematic signposting for pupils/families to enrichment opportunities beyond Whitemoor's own offer.
Overall score (/12)	7/12	Overall score based on currently evidenced practice. Scores are deliberately conservative where systems are still being strengthened or the searched evidence does not demonstrate consistent whole-school implementation.

7. **An outcomes-focused enrichment offer** *A school or college identifies the desired pupil and student outcomes its enrichment offer aims to develop or achieve and tracks these.*	**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	Desired outcomes are clearly articulated across the Personal Development entitlement and SIP: character, knowledge, belonging, wellbeing, aspiration, participation, independence, contribution and preparation for later life. The next step in school self-evaluation is to evidence impact more systematically.
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.	2	Arbor provides an established system for collecting and analysing club participation data, including half-termly analysis by SEND and Pupil Premium status. This is complemented by pupil voice, attendance evidence and case-study approaches. The next step is to link participation evidence more systematically to intended pupil outcomes and demonstrate the resulting impact.
Overall score (/8)	5/8	Overall score based on currently evidenced practice. Scores are deliberately conservative where systems are still being strengthened or the searched evidence does not demonstrate consistent whole-school implementation.

8. **A continually improving enrichment offer** *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.*	**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	Pupil voice is used frequently and parents/staff contribute to wider school improvement and feedback. However, the evidence does not yet show a fully systematic enrichment-specific feedback cycle that routinely includes pupils, parents, staff and external partners.
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	Continuous improvement is explicit in the PD self-evaluation and SIP. Half-termly Arbor analysis now provides evidence of club participation and take-up by SEND and Pupil Premium pupils across Spring 2, Summer 1, Summer 2 and Autumn 1. This enables leaders to identify participation patterns and potential barriers and informs ongoing development of provision. Further evidence of resulting actions and their impact will strengthen this towards fully sustained practice.
Overall score (/8)	6/8	Overall score based on currently evidenced practice. Scores are deliberately conservative where systems are still being strengthened or the searched evidence does not demonstrate consistent whole-school implementation.