

[Home](#) ▾ [Education, training and skills](#) ▾ [Pupil wellbeing, behaviour and attendance](#)
 ▾ [The enrichment framework for schools and colleges](#)



[Department
for Education](#)

Guidance

Enrichment benchmarks

Published 15 June 2026

Applies to England

Contents

1. [A strategically aligned enrichment offer](#)
2. [A broad and well-rounded enrichment offer](#)
3. [A well-communicated enrichment offer that celebrates participation and achievement](#)
4. [An enrichment offer shaped by the school or college community](#)
5. [An accessible and engaging enrichment offer](#)
6. [An enrichment offer that works in partnership](#)
7. [An outcomes-focused enrichment offer](#)
8. [A continually improving enrichment offer](#)

This document sets out 8 benchmarks for enrichment to provide a clear, simple structure against which schools and colleges can effectively evaluate their own provision and make appropriate and considered improvements to their offer.

These benchmarks have been informed by the [Enrichment for All: benchmarks to build belonging, skills and opportunity](#) report, which consulted with a range of stakeholders, including school and community leaders, and young people. From this consultation, a draft set of enrichment benchmarks was developed independently of

government.

This document also includes case study examples from schools, academy trusts and colleges. These have been collected through engagement across a wide range of settings in England, including specialist providers and alternative provision settings.

The case studies have been drawn from policy officials' engagement with the sector. They are offered as examples of practice that school and college staff believe have worked well for their respective settings, including coordinating across settings rather than fully evaluated best practice. Schools, trusts and colleges should take account of their own context, policies, and needs when considering how to approach their own enrichment offer.

Summary of the benchmarks:

1. A strategically aligned enrichment offer
2. A broad and well-rounded enrichment offer
3. A well-communicated enrichment offer that celebrates participation and achievement
4. An enrichment offer shaped by the school or college community
5. An accessible and engaging enrichment offer
6. An enrichment offer that works in partnership
7. An outcomes-focused enrichment offer
8. A continually improving enrichment offer

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
- wellbeing

Indicator

1.1. A school or college has a structured enrichment offer that has the explicit backing of senior leadership and governors, is understood by staff, and has a plan for its implementation and monitoring, including clear roles and responsibilities.

1.2. A school or college's enrichment offer is designed and delivered in alignment with its values, context, and curriculum intent.

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 development plan (SDP) or college development plan (CDP) where appropriate.

Case studies that demonstrate approaches to strategically aligning an enrichment offer:

Nurturing confident, well-rounded pupils through a curriculum aligned offer

Ark Tindal Primary Academy, Primary school, Birmingham, West Midlands.

At Ark Tindal Primary Academy, enrichment is embedded in their personal development strategy and vision to nurture confident, well-rounded individuals who live the school's core virtues of ambition, resilience and respect. Every experience, whether within clubs, leadership, or community work is intentionally mapped against their character and PSHE curricula to develop knowledge, skill, and virtues in parallel. For example:

- STEM experiences and partnerships are designed to broaden aspirations
- residentials are crafted to build independence and courage
- opportunities such as Eco Council and Mental Health Champions enable pupils to cultivate responsibility, leadership and empathy

The school monitors their enrichment offer through participation tracking, pupil voice and analysis of attendance, behaviour and wellbeing data, which supports them to maintain balanced participation across the school community. Some club places are intentionally set aside, with staff inviting pupils from under-represented or vulnerable groups, and families supported to overcome barriers to accessing clubs. This targeted approach to widening access supports the school to align enrichment with their broader school priorities, including attendance, wellbeing and behaviour.

The Heathfield Experience: creating a whole school enrichment entitlement

Heathfield Community College, Secondary school, East Sussex, South East.

At Heathfield Community College, a large rural school, enrichment is carefully planned and structured to align with the school's core ethos of pride, ambition, and community, delivering a clear entitlement known as the 'Heathfield Experience'.

Pride is encouraged through activities designed to build self-esteem, leadership and student voice. A student council with direct voice to the school leadership team generates positive change, while student leadership award schemes involve over 20% of the school across 12 areas of responsibility, including peer mentoring, Heathfield TV, radio and online newspaper, eco reps and numeracy and literacy leaders.

Ambition is nurtured through collapsed curriculum days and an academic super curricular programme that enhances the taught curriculum. Heathfield Futures programmes, open to all, aims to support aspiration towards competitive professions, backed by an alumni network.

Community is cultivated through a house system promoting engagement and celebration of participation, alongside student-led charity action in the local community, Duke of Edinburgh's Award, clubs, teams and musical opportunities.

Sponsorship from local business is sought to widen access and provide an enhanced offer or supported places.

All activities are registered, and participation is tracked, so that staff can proactively follow up with students who have not yet taken part. As a result, the

school reports improved pupil confidence, self-esteem, aspiration and community engagement.

Reinvigorating a thirst for learning and positive school culture through enrichment

Perryfields Primary Pupil Referral Unit, Alternative Education Provision, Worcester, West Midlands.

Perryfields Primary pupil referral unit's enrichment offer is firmly rooted in its vision to be a caring, welcoming and stable school community, bringing out the best in its pupils and preparing them as fully as possible for a return to mainstream education or special school.

Perryfields supports over 100 local schools through a pro-active, tiered enrichment offer. This includes an extensive, free outreach offer to mainstream schools, working with individual pupils in their own settings and providing whole school training with the aim of helping develop staff understanding of inclusion, SEND and positive behaviour culture.

Many pupils attend Perryfields following challenging behaviour in mainstream settings. At Perryfields a positive culture and rich enrichment offer are viewed as central to rebuilding self-esteem and re-engaging pupils with learning, with the offer intentionally designed to develop pupils' cultural capital, aspiration and the foundations they need to flourish in the community. Pupils participate in visits and enrichment activities that many have previously missed, reinforcing a sense of trust and building positive relationships in the school community.

Perryfields believes that their approach to enrichment has created a school experience which nurtures a sense of belonging, something the school views as important to successful integration to mainstream schools.

Q-XTRA: building an enrichment offer around health, employability, community and skills

Barton Peveril Sixth Form College, Eastleigh, South East.

Barton Peveril Sixth Form College aims to provide an exceptional learning experience that equips all students with the skills and confidence to thrive.

Fully supported by the senior leadership team, the Q-XTRA enrichment programme underpins this mission through 4 strategic areas:

- health
- employability
- community
- skills

Activities aim to help students maintain wellbeing, build career-ready skills, contribute to their community, and develop resilience. These include:

- sport
- employability workshops
- business seminars
- Duke of Edinburgh's Award
- eco gardening
- robotics
- debating
- British Sign Language

Students earn credits towards Bronze, Silver, or Gold Q-XTRA enrichment programme certification based on their participation. Engagement with the programme is monitored through attendance, feedback, and destination outcomes, with a target of 95% of students participating.

When engagement is low, tutors offer one-to-one support to boost participation. With strong leadership backing and a broad, purposeful offer, Q-XTRA strengthens the college's mission to develop well-rounded, resilient, and future ready individuals.

Preparing students for adulthood through a purposeful enrichment offer

Conover College, Special post-16 institution, Shrewsbury, West Midlands.

Conover College's enrichment programme is intentionally designed and supported by the senior leadership team to align with its strategic aims,

including:

- promoting independent living
- improving communication
- enhancing wellbeing
- preparing students for adulthood

Enrichment is embedded within the curriculum to reinforce the college's values and wider priorities such as safeguarding, personal development, and transition beyond college. Community-based learning enables students to practise essential life skills, including shopping, travelling safely, and demonstrating appropriate social behaviour.

Total communication strategies are used throughout the day, aiming to support the development of confident, autonomous communicators who can transfer skills across settings. Safety and digital literacy sessions aim to strengthen safeguarding by helping students recognise misinformation, protect personal information online, and understand boundaries and consent in relationships. Therapies, including music therapy, are delivered in a purposeful, non-clinical way and seek to support emotional regulation, engagement, and core skills such as turn taking and following instructions.

By aligning enrichment with its strategic priorities and curriculum intent, Condoover College provides opportunities for students to make decisions, express preferences, and build confidence in self-advocacy, with the aim of supporting their education, health and care plan (EHCP) outcomes and preparation for adulthood.

2. A broad and well-rounded enrichment offer

Pupils and students have multiple and varied opportunities to engage in enrichment activities that are purposeful, fun and can support a thriving childhood and successful transition to adulthood. This could include through supporting wellbeing and social skills.

Indicator

2.1. Every pupil and student has access to a range of activities including at a minimum the following 5 categories:

- civic engagement, for example volunteering, debating, school and college democracy, community engagement
- arts and culture, for example, taking part in and having live experience of music, art, dance, theatre, other expressive arts, 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, cooking, managing finances, enterprise and (for colleges only) teaching Relationships and Sex Education

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.

Case studies that demonstrate approaches to a broad and well-rounded enrichment offer:

Broadening horizons through a trips and experiences passport, and after-school clubs

Surrey Square Primary School, Southwark, London.

Surrey Square Primary School describes enrichment as being woven into their curriculum and culture. Guided by their belief that all children should have equal access to opportunities that broaden horizons, they created a trips and experiences passport, inspired by the National Trust's 50 things to do before you're 11 and three-quarters. Designed collaboratively by staff, it maps out a shared entitlement so every child can experience the same memorable milestones, from abseiling and gallery visits to paddling in the sea or camping in the woods.

After-school “4:30 Clubs” extend learning and wellbeing beyond the classroom, offering everything from drumming and drama to multi-sports and coding. Each term, families receive a menu of activities and can register their child on a first come, first served basis, ensuring open access and high participation across the school.

Each class runs an annual Changemaker Project linked to the UN Sustainable Development Goals, giving pupils the chance to explore real-world issues such as improving local green spaces and cleaner streets.

Surrey Square reports that their intentional blend of experience, creativity and advocacy, ensures that every child is equipped to thrive and ‘build a better world’.

Providing a breadth of activities that shape who pupils are today, and who they will become

The Folkestone School for Girls, Secondary School, Kent, South East.

The Folkestone School for Girls has embedded enrichment within their school culture and curriculum through their personal development and character education programme, the FSGBacc. The headteacher describes their curriculum as “not ‘just’ for exams but for a life well lived”. This ethos is reflected in the scale and variety of activities offered across the school year.

- civic engagement is nurtured through activities such as Model United Nations, public speaking and debating, mock magistrates, and volunteering
- arts and culture are represented through school theatre productions, National Theatre opportunities, student-led radio broadcasting, music recording and choreographing dance pieces
- nature, outdoor and adventure is also a strong feature, with Duke of Edinburgh’s Award, a 300 strong combined cadet force, tall ship sailing across the English Channel, international work experience and trips
- a wide range of sport and physical activity is offered from archery and climbing, to mountain biking, self-defence and cheerleading
- the development of wider life skills is encouraged through Young Enterprise, national STEM competitions, and the Language Ambassador

Scheme, where students teach languages to primary school students

To understand and recognise the full breadth of what students take part in, the school monitors enrichment participation by taking registers at extra-curricular clubs and recording individual attendance on trips. Participation information is presented both annually and cumulatively across a student's school career and is incorporated into tutor reports so that parents and carers can see the range of activities their child has engaged in over the year(s). The school reports a range of perceived benefits from this breadth of activities, including:

- improved emotional wellbeing
- expanded friendship groups
- stronger relationships between staff and students
- improved behaviour and attendance

Beyond the here and now, Folkestone believes this breadth of activities empowers their students to shape the person they become, developing new interests, gaining transformative experiences, building confidence and skills, and supporting future employment. The goal is for students to leave feeling 'ten feet tall', learning to believe in themselves and seize every opportunity.

Creating real-world learning through outdoor and community enrichment

The Limes College, Alternative Provision, Sutton, London.

The Limes College works with some of the most vulnerable and disengaged young people, many of whom have SEND or are on the SEN register under the category of social, emotional and mental health needs, and families in its local area. The college is committed to providing its pupils with the widest possible access to extracurricular and cultural opportunities they would not ordinarily be able to partake in.

To deliver this, The Limes offer an array of enrichment activities, including outdoor learning, a large part of their curriculum, with pupils taking part in activities such as horse riding and canoeing. Activities are timetabled for all pupils in key stages 1 to 3. They are optional for key stage 4. Three residential trips are run annually for secondary-aged pupils, including 3 nights climbing in Wales, 4 nights at a sailing experience trust and a one-night

camping trip for all key stage 3 pupils. All of this supports pupil development focusing on teamwork, confidence, and resilience. A full gym and boxing ring are also available for all students.

Cultural and community events held at the college include charity coffee mornings, Christmas Fayre, and art exhibitions, each year raising money for charities chosen by student voice.

Coding, community clean-ups, and sport leagues: integrating technical skills, nature and fitness into the college day

Waltham Forest College, Further education college, Walthamstow, London.

Waltham Forest College provides every student with meaningful enrichment opportunities to support wellbeing, personal development and progression. Co-designed with learners and employers, and delivered by staff throughout the year with launch events typically held during the Freshers' fair, enrichment is embedded into the college day and tailored to student aspirations.

Students access a broad offer across key categories, including civic engagement through volunteering and fundraising, supported by a long-standing partnership with Richard House Children's Hospice. Arts activities such as vintage upcycling, mindfulness, knitting and painting aim to promote creativity and confidence.

STEM is a strong feature, with Coding Club, employer-led masterclasses, site visits and live projects across technical areas, including visits to Canary Wharf and engagement with Go Ahead London.

Sport, including inter-college leagues and AoC sport competitions, provide opportunities to build fitness and teamwork skills. Wider life skills are promoted through debate and book clubs, CV workshops, mock interviews and Mental Health First Aid training.

Nature, outdoors and adventure activities help pupils consider sustainability through environmental projects such as a community clean-up at the Waterside Centre. Learners can also be encouraged to develop resilience through competitions, with students achieving first place in Healthcare, Brickwork and Hair at the 2024 Greater London Skills Competition.

The college cites their alumni career journeys as helping to show why

providing a wide and varied enrichment offer is important. Former students often return to the college to share how the technical skills and positive behaviours they developed through enrichment activities, such as teamwork, problem solving and raised aspirations, have supported their career journey.

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.

Indicator

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.

3.2. A school or college holds and communicates high aspirations for pupils and students to participate in the enrichment offer.

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

3.4. All pupils and students are supported to reflect on their enrichment experiences, considering their learning, progress, personal interests and skills.

Case studies that demonstrate approaches to a well-communicated enrichment offer that celebrates participation and achievement:

A lifetime of adventure sparked by Outdoor Dave and Adventure James

St Barnabas Multi Academy Trust, Church of England Trust of 14 primary schools across Cornwall.

At St Barnabas Multi Academy Trust participation in enrichment is celebrated and recognised as a way for pupils to use their talents, create positive memories and inspire a lifetime of adventure. This is reflected in the trust's approach to outdoor enrichment activities, which is woven throughout pupils' primary school journey and establishes clear expectations for participation.

All pupils in key stages 1 and 2 follow an outdoor programme led by 'Outdoor Dave' and 'Adventure James', with every pupil taking part in a termly off-site adventure, including canoeing and rock climbing. All pupils take part in residential experiences from year 2 to year 6, including visits to Dartmoor, the Jurassic Coast, Cardiff and London, alongside a dedicated 5-day residential at Nethercott Farm for disadvantaged pupils.

Pupils are able to build on and have their outdoor experiences celebrated further through opportunities such as Dave's 88, a challenge list of outdoor tasks, and the Challenge Programme, which offers ambitious expeditions including the Three Peaks, Saints' Way coast to coast and a canoe expedition down the River Wye.

Every activity is linked to the trust's core curriculum and character framework. The trust believes that this emphasis on high aspirations and recognising achievement and participation supports pupils to leave their schools with "a bucket full of memories, confident in their abilities, with an appetite to try new and adventurous things".

The Knight's Shield Award: communicating opportunity and celebrating achievement

Haberdasher's Knights Academy, Secondary school, Bromley, London.

Haberdashers' Knights Academy offers a clearly structured enrichment programme, with the aim for all children to be involved, including pupils with SEND.

Enrichment is organised around 6 categories:

- community involvement
- creativity
- competencies
- cultural exposure
- careers education
- curriculum-linked activities

All students are encouraged to strive towards achieving the Knights Shield award, which recognises engagement in 42 qualifying activities. These include:

- completing summer work for a charity
- mentoring a younger pupil
- progressing a musical instrument grade
- visiting the Houses of Parliament
- representing the school in external competitions or sport

The award provides a shared focus for participation and achievement across the school.

Opportunities such as the Combined Cadet Force bring pupils together across year groups, provides a structured and supportive environment in which pupils can be recognised for developing strong teamwork, gain leadership roles and build essential life skills through opportunities such as CPR training. Notably, many current adult volunteers are former cadets and school alumni.

Cross-trust events further celebrate enrichment achievement, with events such as a literacy festival, Musician of the Year award, and annual youth conference.

The school reports that the multiple opportunities available at the school respond to the needs of their local community by giving pupils, particularly those from disadvantaged backgrounds, access to experiences that can:

- broaden their cultural capital
- broaden their curiosity
- broaden their personal development

- build aspiration
- provide exposure to wider networks that might otherwise be unavailable to them

Celebrating enrichment shaping students' social and personal development

Bridge College, Special Post 16 setting, Manchester, North West.

Bridge College places enrichment at the heart of students' social and personal development, offering a wide range of experiences through the Bridge Society Group that extend beyond the daily timetable. Activities include:

- charity and environmental projects
- performing arts
- sound baths
- music therapy
- Duke of Edinburgh's Award
- horticulture
- sports

Shaped by the student council, the programme enables students to work with staff on initiatives such as the Performing Arts Strand, which recently culminated in a full audience performance at the Lowry Theatre. This performance provided a meaningful way to recognise and celebrate students' participation and achievement, giving them a platform to showcase their talents to friends, families, and the wider public.

Enrichment also creates opportunities for interaction across classes, helping students build relationships beyond their immediate peer groups and engage more fully in the college community. External professionals deliver workshops and specialist projects, giving students exposure to industry level practice which the college reports helps develop communication and interpersonal skills.

Staff describe seeing individual examples of progress, such as a student with significant learning and communication needs who, through the programme,

now confidently accesses parks, museums and sensory workshops, leading their family to consider supported living.

Parent feedback also reflects the positive impact of the programme, with one parent sharing: “He has come out of his shell so much; he’s more outgoing, we are getting more communication from him, and he always comes home smiling.”

This reflects Bridge College’s commitment to meaningful experiences that build confidence, independence and connection, which they believe is key to preparing students with SEND for adulthood.

4. An enrichment offer shaped by the school or college 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.

Indicator

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.

4.2. Where appropriate, pupil or student leadership of enrichment activities is encouraged, with support and guidance from staff or external providers, and with appropriate safeguards in place.

4.3. The interests, expertise and capacity of school or college staff are considered when shaping the offer.

Case studies that demonstrate approaches to an enrichment offer shaped by the school or college community:

Co-created in the countryside: enrichment built on pupil voice, staff expertise and community partnerships

Newport Primary School, Primary School, Brough, Yorkshire and Humber.

Newport Primary School's enrichment offer is shaped by its rural context and strong community links, with pupil voice at the heart of both design and delivery. Serving a village where many pupils rarely leave the local area, enrichment is deliberately used both as a way to broaden horizons and build on pupils' lived experiences. To ensure every child experiences the wider world beyond Newport, the school provides termly trips, regular educational visits, and annual residentials for all pupils from age 4 to 11.

Pupil voice informs enrichment planning through class councils, where each class from reception to year 6 elects 2 representatives who gather views using quotes, votes and tally charts. The council also work with the parish council on village developments, giving pupils a direct role in community decision-making. Staff expertise and the wider community further shape enrichment planning. The school has a whole-school enrichment assembly curriculum, with topics driven by pupils' questions and interests, alongside staff passions.

Community Cupcakes was introduced in response to pupils wanting to learn cooking and life skills. Each class takes turns hosting for the village, including parents, grandparents and residents of a local care home, to share their recent learning at school, play board games and chess, and serve food they have prepared.

The school also draws extensively on its rural setting, shaping enrichment around agriculture, local history and the environment. Activities include:

- gardening club, with regular plant and vegetable swaps, supported by community volunteers
- resident visits to share real life experiences and village history
- work with local farmers and exploration of surrounding biodiversity
- coastal visits to learn about erosion
- opportunities to contribute to local projects such as the Market Weighton Canal Trail, where pupils created QR-linked educational resources to support wider community learning and environmental understanding

These experiences are complemented by staff expertise and passions, with enrichment evolving through teacher and support staff's creativity and interests in areas.

Responding to student voice: reshaping enrichment to boost public speaking skills

Swanlea School, Secondary school, Whitechapel, London.

Student achievement and enrichment are central to Swanlea's school vision. A secondary school with more than 50% of pupils on pupil premium, their enrichment programme is designed to build social confidence, strengthen oracy, create memories and broaden pupils' cultural capital, providing rich and varied experiences beyond their local community.

To ensure their offer remains purposeful, inclusive and engaging, Swanlea School draws on student and staff feedback to shape and review its enrichment programme. For example, when feedback highlighted that some pupils lacked confidence in public speaking, they introduced new routines, student-led assemblies and communication workshops. The school reports that these opportunities have had a visible impact on students' confidence and sense of belonging.

Hearing every voice and empowering student leadership

Eden Academy Trust, an academy trust comprising of 10 special schools and settings in West London and the North of England.

The Eden Academy Trust specialises in meeting the educational needs of children and young adults with a range of learning disabilities, including those who are autistic and those who have physical or sensory needs.

A strong focus is placed on nurturing and encouraging pupil's civic engagement and ensuring every student is heard, including those with the most complex communication needs.

At Eden's Moorcroft School, staff use personalised tools such as:

- symbols

- objects of reference
- Augmentative and Alternative Communication (AAC) devices
- sensory cues
- intensive interaction approaches

They use these tools aiming to help every young person express preferences and take part meaningfully in enrichment activities.

Enrichment also includes opportunities for pupils to take on supported leadership roles. For example, pupils at Alexandra School work collaboratively to run an 'Eco Shop', raising awareness in their community about environmental issues important to them.

A collaborative approach to designing activities, driven by youth voice and choice

Education Partnership North East, College group, North East.

Enrichment is a core element of the self, society and skills framework at Education Partnership North East, spanning Sunderland College, Hartlepool Sixth Form and Northumberland College. The programme is built around youth voice, enabling students to shape, co-design and lead activities with support from trusted staff. The group report that their "test and learn" approach suggested that student ownership encouraged meaningful engagement, so enrichment is now created collaboratively across all campuses.

Students work directly with college leaders and over 100 local and regional organisations to develop opportunities that reflect their interests and community needs, from beach cleans and food bank projects to targeted community campaigns. Tailored support is designed to help care-experienced students, young carers and those with additional needs to participate fully.

Recent examples include students informing Children North East's regional youth work, media students producing anti-knife crime materials with Northumbria Police, and agriculture students supporting carbon-neutral farming research at Northumbria University.

Staff explain that regular surveys and Student Voice representatives enable

continuous feedback, making enrichment responsive, community-informed and genuinely co-owned by students.

5. An accessible and engaging enrichment offer

The enrichment offer is designed to be accessible and engaging for all pupils and students. This includes considering any additional needs of:

- vulnerable and disadvantaged pupils and students
- young people with SEND
- young carers
- care-experienced children and young people
- those who are persistently absent

Indicator

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 for pupils or students with SEND and disadvantaged pupils and students, making practical adjustments where needed.

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.

5.3. The delivery of a school or college's enrichment offer should be tailored to their individual circumstances, local context and community needs.

Case studies that demonstrate approaches to an accessible and engaging enrichment offer:

Embedding enrichment into the curriculum to broaden access and

engage every pupil

Woodford Primary School, Stockport, North West.

Woodford Primary School's vision, Dream Big, Fly High, underpins their approach to enrichment. Designed to be rich and inclusive, their enrichment curriculum intends to engage every pupil. The school embeds enrichment opportunities across all aspects of the curriculum, including Forest School, curriculum-linked educational visits, performances and pupil-led debates. Every child is encouraged to explore existing talents and develop new interests.

The school believes that their 6 character traits will support pupils to succeed in their future of choice. These traits align with the trust cornerstones and are embedded throughout the enrichment offer.

It is important to the school that its enrichment offer also reflects the diversity and values of its local community. This is reflected through the celebration of religious and cultural festivals and events such as Black History Month and Refugee Week, alongside promoting awareness of SEND and embedding the 6 character traits throughout enrichment activities. The school positions this approach as a means of supporting every child to feel seen, valued and inspired.

A Passport for Life, including tailored activities for students with SEND

Laurence Jackson School, Secondary school, Redcar and Cleveland, North East.

Laurence Jackson School says enrichment is seen as both an entitlement and an expectation, with their ambition stated as 100% of students regularly engaging with enrichment.

The school sets out their "Passport for Life" enrichment offer on their website. The varied enrichment offer differs across year groups and includes pupils taking part in concerts, university visits, and masterclasses. Laurence Jackson also provides a Scholar Award that encourages students to develop their academic, cultural, and aspirational goals as part of the enrichment offer. The Scholar Award provides pupils with points for taking part in activities that leads to an award at 4 different levels. The enrichment offer also includes activities that are specifically developed for students with SEND through the

Jackson Club. Students help shape the enrichment offer as part of the pastoral programme.

Data on attendance to enrichment is collected and updated weekly, and logged centrally which allows the school to track engagement closely. The school reports that the majority of their pupils regularly attend enrichment activities, with little difference in engagement for disadvantaged pupils and pupils with SEND.

They believe that the positive attitude children have toward their school contributes to their sense of belonging and being part of something special.

A proactive approach to overcoming barriers to enrichment

Chiltern Academy, Secondary school, Luton, East of England.

Chiltern Academy's strategy to provide a fully accessible enrichment offer to their diverse community and pupil premium cohort (38%) focuses on proactively overcoming barriers, through early, transparent communication using multiple channels. Staff identify and respond to potential financial, logistical, or cultural barriers with personalised support. This has included subsidising or removing the cost of trips and residential to ensure equitable access.

The school report that participation among disadvantaged pupils has increased markedly, and that a high proportion of SEND pupils engage in house competitions. Inclusion planning is tailored for SEND students, with support from the SENDCo and trained staff, and activities are assessed for accessibility.

Surfing without barriers

Hexham Priory School, Special school, West Northumberland, North East, part of the Eden Academy Trust.

"Never underestimate a child's ability" is the guiding motto at Hexham Priory School, an Eden Academy Trust special school. The school supports 130 pupils aged 2 to 19 with severe, profound and multiple learning disabilities, including autism, 43% of whom are eligible for pupil premium funding.

Developing pupils' character, including self-esteem, resilience and independence, alongside their talents and health, is prioritised at the school, and reflected in the design of the enrichment offer. Recognising that pupils with SEND have significant and complex vulnerabilities, activities are tailored to overcome barriers and open doors into the community for all pupils.

An example of this approach is the design of specialist surfing lessons delivered as part of the enrichment offer. Careful planning ensures the activity is accessible, with a beach location offering fully accessible facilities, including specialist buggies and adaptive surfboards. This means every pupil, including wheelchair users, can take part in the experience safely and meaningfully. The visit also aims to help strengthen the school's and pupils' connection with the local community through the support of the local surf team.

Strengthening belonging for all pupils: The role of outdoor and off-site enrichment in medical AP

Torlands Academy, Medical Alternative Provision Academy, Exeter, South West.

Torlands Academy is a medical alternative provision setting supporting pupils who are unable to attend mainstream school due to medical or mental health needs. Recognising that these pupils are at risk of missing out on wider enrichment experiences, the academy prioritises the development of inclusive opportunities that promote wellbeing, physical activity, and social connection.

A key initiative includes creating safe, supportive off-site enrichment, including an overnight residential and Forest School provision delivered in the Wave Multi Academy Trust's woods.

The school reports that the residential provides structured challenges to help build pupils':

- confidence
- resilience
- independence
- self-belief

During this the Forest School supports sensory learning, teamwork, and emotional regulation. Overall, these experiences provide opportunities for pupils who are typically educated through home-based outreach, online or small group centre-provision to meaningfully re-engage with peers and access high-quality enrichment.

Every student counts: inclusive enrichment designed around individual needs

Peter Symonds College, Sixth form college, Winchester, South East.

At Peter Symonds Sixth Form College, the ethos of “Counting in Ones” underpins an enrichment programme designed to ensure every student can access and benefit from a wide range of opportunities. This ethos reflects the college’s belief that each student is an individual rather than part of a large cohort, and it is underpinned by personalised support, high aspirations and student-centred decision making across the enrichment offer. The programme is designed to be equitable and inclusive, with practical adjustments for students with SEND, young carers and those facing disadvantage. A shared lunchtime, flexible tutor group arrangements and strong student voice, encouraged through one-to-one feedback and student led groups, aims to remove barriers to participation.

Staff regularly review engagement data and work with students and parents to understand and address any non-participation, while also checking that promotional materials and course information show diverse representation.

Inclusive practice is embedded across the college, where:

- adapted sport sessions and sport wheelchairs help support full participation
- young carers have access to a dedicated student-led group
- neurodivergent students can engage with the ASC (Autistic Spectrum Condition) connections support group
- the Symonds Community Pantry with free food, toiletries and household cleaning items for staff and students aims to reduce financial barriers

Through tailored support, continuous monitoring and responsive practice, the college aims to make enrichment accessible, fair and shaped around each individual.

When enrichment fits the learner: co-creating opportunities that capture pupil interest

Education and Services for People with Autism (ESPA), Special post-16 institution, Sunderland, North East.

ESPA College's curriculum embeds an individualised approach to enrichment across all learning pathways, aimed at ensuring opportunities are accessible, inclusive and tailored to the needs of students with SEND. This includes approaches such as:

- 1 to 1 coaching
- online tools
- structured sessions
- co-creation of communication strategies
- gradual introduction of enrichment through small, group sessions

Participation is monitored through tutor reviews, student voice and parental feedback so staff can identify barriers and adapt provision.

The college reports their individual learners have performed at events, undertaken work placements and taken part in competitions, with the aim of supporting outcomes such as cognitive development, resilience, commitment, independence, self-advocacy, social engagement, friendship and confidence.

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.

Indicator

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, youth, community, or voluntary sector organisations, or local authorities
- 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, including international

6.2. A school or college has clear and proportionate processes for feedback and review of work with external partners.

6.3. A school or college creates clear signposting to opportunities that extend beyond the school or college's own offer.

Case studies that demonstrate approaches to an enrichment offer that works in partnership:

Partnerships beyond the school gate: Eastwood's model for meaningful experiences rooted in community

Eastwood Community Primary School, Keighley, Yorkshire and Humber.

Eastwood School places learning beyond the classroom at the heart of its approach. Serving a community with an income deprivation affecting children index (IDACI) decile rating of 1, the school views this not as a barrier but as a driving force behind its mission to provide rich, enabling experiences for all pupils. Pupils regularly learn outside, off-site and from visitors, supported by strong partnerships which aim to promote regular, sustainable, positive and developmental experiences for their young people.

They work with a wide range of local and national partners, including:

- businesses
- charities
- residential and nursing homes
- outdoor education centres
- artists
- farmers
- theatre companies
- musicians

Larger organisations such as The Scout Association, The Woodland Trust, The National Trust, and the Youth Hostel Association further enrich the offer.

These partnerships are not one-off experiences. As a community school, Eastwood's aim is to be a central part of their community. Eastwood School says its partnerships are successful due to careful planning, reviewing and nurturing relationships over time, with the school actively seeking to 'put back' as much as possible, either through volunteering support, publicity or attendance at events.

The school reports that their regular outdoor learning approach helps pupils develop life skills, confidence, connection and enjoyment. They note that these experiences create lifelong memories and contribute to their mission of Building Brighter Futures Together

High-quality partnerships guided by 4 pillars

Bluecoat Beechdale Academy, Secondary school, Nottingham, East Midlands.

Located within a community facing high levels of deprivation, Bluecoat Beechdale Academy places enrichment at the centre of its strategy to tackle disadvantage and raise aspirations. The school works with high-quality external partners to give pupils access to experiences they might not otherwise encounter, guided by 4 pillars:

- academic
- aspirations
- community
- experiences

A key part of the Academic pillar is the academy's long-standing partnership with the Royal Shakespeare Company (RSC). As a Lead RSC Associate School, the academy works closely with the RSC, and local partners, including the Theatre Royal, Royal Concert Hall, Nottingham Playhouse, to coordinate activity and deliver creative learning experiences across the wider school community. This work aims to support teaching and learning and help extend access to high-quality cultural education opportunities for local primary and special schools.

The Aspirations pillar offers opportunities to broaden horizons through careers visits, employer partnerships, university links, and targeted mentoring for pupils at risk of becoming not in education, employment or training (NEET).

The community pillar initiatives include School of Sanctuary accreditation, free holiday clubs, and local collaborations.

Through the experiences pillar, designed to broaden students' understanding of the world, pupils experience theatre trips, overseas travel, city tours, and stadium visits.

Enrichment as a springboard to the community

Clare Mount Specialist Sports College, Secondary Special School, Wirral, North West.

Clare Mount Specialist Sport College are an enthusiastic advocate for the power of partnerships, seeking out and embracing opportunities that stretch and leverage their resources. Every week, the school provides over 100

clubs, delivered by a combination of teachers, support staff, coaches and external agencies.

The offer spans a wide range of activities, including:

- basketball
- cricket
- football
- fitness
- card-craft
- reading
- art
- music
- ICT
- drama
- hair and beauty

They have developed sports academies in cricket, football, dance and basketball and report that a number of students have gone on to represent community clubs, their county, region and country in their chosen sport.

They view in-school enrichment as a springboard to community opportunities with organisations such as Liverpool FC in the Community, Sale Sharks Foundation and Wallasey Manor Tennis Club getting to know pupils in school first, and then offering them inspirational experiences in the community. The school says that this approach encourages other children to put their hands up to have a go next time an opportunity arises.

Linking learning to life: partnerships that expand opportunities and future pathways

Exeter College, Exeter and North Devon Colleges Group, General Further Education College, Exeter, South West.

Exeter College's enrichment offer, EXtra, is strengthened through extensive partnerships with regional and national organisations, ensuring students

access opportunities beyond the classroom. As a recognised technical excellence college specialising in construction and a contributor to the Devon and Somerset Local Skills Improvement Plan, the college is well positioned to connect students with employers and community partners, using these relationships to broaden and enhance enrichment.

Working with the University of Exeter, more than 950 employers, Exeter City Council, cultural organisations and local Chambers of Commerce, the college aims to align enrichment with local skills needs while drawing on both internal and external expertise, supported by clear partnership processes, regular communication and full safeguarding compliance.

These collaborations offer rich experiences, including:

- opportunities for students to work with Coreus, construction consultants, to improve the biodiversity of part of the schools' grounds for learners with SEND
- a 3 year partnership with Everyone's Invited that delivers sessions on healthy relationships to more than 3,500 students
- student involvement in long-term environmental projects with the National Trust, such as the Killerton Community Forest initiative
- partnership with Jay's Aim, which delivers largescale CPR training to students and specialist input

Through joint planning, strong employer links and effective signposting, the college reports that these partnerships help broaden access, deepen learning and strengthen students' connection to their community and future pathways.

When collaboration follows the learner: partnerships that bring students' interests to life

Derwen College, Special post 16 institution, Shropshire, West Midlands.

Derwen College's extensive enrichment programme is built around the personal interests and hobbies of its students, aiming to nurture long-term engagement and lifelong passions as part of its Preparation for Adulthood framework. Central to this approach is a strong culture of collaboration, with the college working closely with a wide range of external partners to create inspiring opportunities.

Local partnerships with organisations such as Shropshire Paddle Sports and Oswestry Rugby Club broaden access to specialist coaching, inclusive provision and community-based activities. Students also have opportunities through connections with national bodies, including The Duke of Edinburgh's Award, the Lawn Tennis Association, the England and Wales Cricket Board and the Football Association, enabling them to take part in recognised programmes and gain formal qualifications.

Bespoke enrichment is enhanced further through partnerships with Special Olympics and Down Syndrome Swimming GB, while joint work with neighbouring FE providers extends choice and progression routes. A strong focus on student independence underpins all collaborations, with tailored travel training supporting students to access offsite activities safely and confidently.

7. An outcomes-focused enrichment offer

A school or college identifies the pupil and student outcomes its enrichment offer aims to achieve, and tracks these over time.

Indicator

7.1. A school or college considers pupil and student outcomes when designing and delivering their enrichment offer, for example in:

- school or college engagement, educational outcomes and progression
- social and emotional development
- physical and mental wellbeing
- school or college belonging
- essential skill development
- wider community engagement

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.

Case studies that demonstrate approaches to an outcomes-focused enrichment offer:

42 ways to grow and flourish: pupil outcomes at the centre of the Primary Connections Passport

Ark Schools Trust, a multi-academy trust comprising of 39 primary and secondary schools across Birmingham, Hastings, London and Portsmouth.

Ark Multi Academy Trust uses its Primary Connections Passport as a structured and engaging way to set out the outcomes they want all pupils to develop through enrichment, helping children flourish in school and beyond. The Connections Passport brings together 42 experiences Ark believes every child should be entitled to throughout their time in primary school.

Each experience within the passport has a clear purpose, is mapped to the curriculum and is structured carefully to support pupil outcomes. The passport begins with activities designed to strengthen pupils' sense of self and school belonging, before extending to experiences which aim to build engagement with the wider world and encourage active citizenship. Activities include:

- writing and delivering a speech
- taking part in a financial literacy workshop
- visiting a place of worship during a religious festival
- spending more than one night away from home
- eating something they have grown

The passport is shared with families, with parents and carers encouraged to support learning through optional 'bonus' activities at home. It contributes to the schools' ability to track which experiences pupils have engaged with and how their enrichment journey is progressing. The trust also sees the passport as playing a key role in promoting equity, supporting all pupils at the trust, regardless of background, to have access to the same high-quality experiences.

Frameworks supporting an outcomes-focussed approach

Oasis Academy Brislington, secondary school, Bristol, South West.

The design and delivery of enrichment at Oasis Academy Brislington is shaped by clearly identified outcomes, including:

- pupils' personal development
- essential skill development
- school belonging

Enrichment is seen as a vital way for students to explore opportunities, embrace challenge and nurture confident, responsible and ambitious young people.

Character education is woven throughout school life and enrichment opportunities, guided by Oasis 9 Habits, and the skills builder essential skills. These frameworks provide a focus for shaping activities around strengthening students' character, communication, teamwork and problem-solving capabilities.

Participation and engagement in enrichment activities are tracked, enabling leaders to review impact across cohorts. Students can also track career activities and skills development using an online digital learner profile. Student voice and destination outcomes are reviewed regularly, alongside quality assurance processes, to refine provision and ensure continuous improvement.

A bespoke approach to pupil outcomes

Wave Multi Academy Trust, a multi-academy trust comprising of 11 Alternative Provision Academies and a Special School across the South West.

At Wave Multi Academy Trust, enrichment is viewed as central to providing high-quality alternative provision and improving pupils' lives. The trust sees belonging, engagement, and enjoyment as important foundations for attendance, wellbeing, and academic success, and therefore embeds enrichment as a core part of the curriculum rather than an add-on.

Pupil outcomes are central to the design of each academy's enrichment

offer. From the outset, staff build a detailed understanding of each individual. Within the first few weeks, areas for development in learning, reading, personal, emotional, and social needs are identified. These are captured through individual learning plans, shared with key stakeholders, and a bespoke Readiness for Reintegration Personal Development tracker tool.

This understanding shapes the personal development curriculum, which is used intentionally to support pupil's wellbeing and personal growth. Targeted support, including the Thrive Programme, sits alongside core enrichment experiences that help widen horizons, such as cultural visits, use of public transport and beach visits.

Progress against intended outcomes is tracked and discussed with pupils to ensure activities address identified gaps, support school belonging, and contribute to preparing them for life beyond alternative provision. Through their structured and personalised approach to enrichment, Wave Academies seeks to ensure every pupil will access opportunities that promote the personal and social development needed to take their next steps as active, joyful, and responsible members of their communities, regardless of their starting point.

Ensuring meaningful experiences through outcome-tracking and student and parent voice

Greenhead College, Sixth Form College, Huddersfield, Yorkshire and Humber.

Greenhead Sixth Form College's ethos to "be exceptional" is reflected in its purposeful, inclusive and celebrated enrichment programme. The college considers pupil and student outcomes when designing and delivering the enrichment offer, with the intention of making activities meaningful and aligned to individual and collective needs. All students participate in at least one hour of enrichment each week to support:

- personal growth
- wellbeing
- essential skill development
- wider engagement

Outcomes are monitored through a detailed reporting system that tracks:

- attendance
- engagement
- activity type
- duration
- demographic trends

This enables leaders to evaluate impact and refine provision. Enrichment is intentionally linked to personal development pathways and leadership opportunities. For example, in April 2025, students represented both the college and the Yorkshire and Humber region at the AoC Sport National Championships. The college also offers The Duke of Edinburgh's Gold Award with the intention to support students to develop resilience, independence and social responsibility.

Students and parents contribute actively to evaluation. Students complete an annual student survey to reflect on their enrichment experience, any skills they feel they have gained, and their personal growth. Their most recent survey suggested that a vast majority of nearly all respondents felt there was a wide range of activities to choose from. Parents are also invited to share their views on how enrichment relates to their child's personal and academic development. Recent feedback has noted positive experiences related to wellbeing and confidence.

Participation and achievement are celebrated through tutor reviews, college reports and formal ceremonies, including awards such as Service to College and Voluntary Service.

Greenhead believes that clear aims, strong monitoring and visible celebration can create enrichment that is both meaningful and impactful.

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.

Indicator

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.

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 5 categories](#)
- [participation rates, particularly for pupils at risk of missing out](#)
- provision of free, subsidised and paid activities
- [impact on agreed desired outcomes](#)

Case studies that demonstrate approaches to a continually improving enrichment offer:

Breaking barriers with voices: Using pupil, family and staff feedback to reimagine enrichment

Oasis Academy Bank Leaze, primary school, Bristol, South West.

Oasis Academy Bank Leaze identified that participation in extracurricular clubs varied significantly across year groups, prompting leaders to review and improve their enrichment offer. They wanted to ensure the school's enrichment provision was not only broad and exciting, but also genuinely accessible to every child.

The school's first step was to gather meaningful feedback from families. A short survey was sent to parents asking which types of clubs they most valued, from arts and sports to STEM and outdoor learning, and what barriers prevented their children from attending. Clear themes emerged including clashes with siblings' schedules, difficulty with after-school transport, and worries about cost. Using this insight, Bank Leaze reshaped their offer by adjusting club times, adding more free options, and aligning activity finish times with local secondary school bus timetables.

Leaders also sought staff feedback to understand the challenges staff faced in running clubs. Teachers were enthusiastic about enrichment, but were

honest about the pressure of workload, especially at busier points of the year. In response, the school introduced a supportive incentive: any member of staff who ran a club for a full term would receive one day off in lieu. The head teacher reported that this change made a tangible difference and encouraged colleagues to offer clubs aligned with their passions, from Lego to gardening.

Participation data was used to evaluate the impact of these changes, tracking attendance before and after these changes. The school reported a clear rise in activity uptake, especially from pupils who had previously attended less often.

By listening closely to its community, reducing practical barriers, and exploring ways to further value staff time, Oasis Academy Bank Leaze reports it has been able to support a more inclusive, vibrant enrichment offer that truly reflects the needs and interests of the school.

The highlight of the week: Introducing ‘Enrichment Thursday’ to boost engagement

Ormiston Ilkeston Enterprise Academy, Secondary School, Derbyshire, East Midlands.

Ormiston Ilkeston Enterprise Academy found that there were many reasons why students were unable to stay after school to access the extra-curricular provision. Staff explained that barriers such as bus timetables, caring responsibilities and other commitments meant that many students were unable to participate in their after-school enrichment programme.

Therefore, in September 2024, the academy introduced an extended school day once a week, embedding a timetabled period of enrichment for all students in years 7 to 10 into the school day (year 11 do examination preparation during this time). This provides a universal guarantee of enrichment for years 7 to 10, every week and contributes to Ormiston Academies Trust’s ambition to provide a minimum annual entitlement of 80 hours of enrichment.

Students rotate through 5 different activities from a menu of over 50 options. These range from familiar opportunities such as football, dance, and the Duke of Edinburgh’s Award, to newer experiences such as jewellery making, digital animation, and crochet that students can access for the first time.

Since launching this model, the school says student engagement has transformed, with student feedback consistently identifying Enrichment Thursday as the highlight of the week. The school reports that Thursday attendance has risen by 2.6 percentage points compared with the previous academic year, now making it the best attended day of the week. The school believes the programme has also contributed to wider school appeal.

From sport academies to Guides: acting on pupils' feedback

Clare Mount Specialist Sports College, Secondary Special School, Wirral, North West.

Clare Mount say they have transformed their enrichment offer by viewing its pupils and staff as 'role models and catalysts for change', with many enrichment opportunities driven by pupil and staff feedback.

The school reports that since 2010 the school has moved from having no after-school clubs, based on the assumption that most pupils travelled by bus and families would not want extended provision, to offering enrichment activities every evening. Listening to pupils, families and staff has informed changes to the timing, structure and range of provision. Staff also play an active role in championing enrichment. They promote opportunities to pupils and model participation through their own staff enrichment offer, which includes activities such as yoga, mixed netball, Hyrox and basketball.

Pupil and staff well-being charters reinforce this culture, including a shared commitment to making the most of enrichment opportunities.

Responding to pupil feedback has also led to the creation of a Clare Mount Guides group, after girls shared anxieties about attending new settings with adults and children they did not already know. The school reports this has enabled the pupils to thrive socially and emotionally.

Student voice shaping the offer: "You Said, We Listened"

Loughborough College Group, General further education college, Loughborough, East Midlands.

Loughborough College Group demonstrates a strong and consistent approach to improving the quality and impact of its enrichment provision

through robust feedback mechanisms and a clear cycle of evaluation and enhancement.

Feedback is gathered from students through structured student voice activities, SEND forums and enrichment reflections within individual learning plans (ILPs), and the “you said, we listened” process, ensuring learner insight directly shapes future provision.

Staff contribute through monitoring engagement data, quality reviews, and strategic planning, while employers and external partners influence enrichment design through the development of industry aligned “on trend skills and behaviours,” ensuring relevance to workplace expectations.

Continuous improvement is evident in the breadth, accessibility, and responsiveness of the enrichment offer. Provision spans all enrichment categories, including:

- academic and vocational competitions
- sports academies
- creative clubs
- wellbeing activities
- community projects
- international experiences

Participation is closely monitored through ILP tracking, scorecard reporting, and annual self assessment, with targeted interventions to support groups at risk of low engagement, such as:

- SEND learners
- care experienced students
- English for speakers of other languages (ESOL) learners
- those from minority backgrounds

The college provides a mix of free, subsidised, and specialist opportunities to ensure equitable access, and enrichment is embedded into curriculum planning to maximise reach.

Impact on learner development is captured through progress reviews, where students reflect on the skills, knowledge, and behaviours gained, alongside

workforce and employer feedback that informs programme design. Improvements made in response to evaluation include enhanced ILP tracking, planned development of outdoor SEND enrichment, and work to standardise enrichment across the college group.

[↑ Back to top](#)

Help us improve GOV.UK

To help us improve GOV.UK, we'd like to know more about your visit today. [Please fill in this survey \(opens in a new tab\)](#).

Cancel



Services and information

[Benefits](#)

[Births, death, marriages and care](#)

[Business and self-employed](#)

[Childcare and parenting](#)

[Citizenship and living in the UK](#)

[Crime, justice and the law](#)

[Disabled people](#)

Government activity

[Departments](#)

[News](#)

[Guidance and regulation](#)

[Research and statistics](#)

[Policy papers and consultations](#)

[Driving and transport](#)

[Transparency](#)

[Education and learning](#)

[How government works](#)

[Employing people](#)

[Get involved](#)

[Environment and countryside](#)

[Housing and local services](#)

[Money and tax](#)

[Passports, travel and living abroad](#)

[Visas and immigration](#)

[Working, jobs and pensions](#)

[Help](#) [Privacy](#) [Cookies](#) [Accessibility statement](#) [Contact](#)

[Terms and conditions](#) [Rhestr o Wasanaethau Cymraeg](#)

[Government Digital Service](#)

OGL

All content is available under the [Open Government Licence v3.0](#), except where otherwise stated



[© Crown copyright](#)