



FARNBOROUGH ROAD INFANT SCHOOL

Learning, Caring and Achieving Together



Enrichment Benchmarks Audit 2026–27

Self-Evaluation Checklist • Participation Tracking • Senior Leadership Action Plan

Purpose and Overall Aim

To provide an ambitious, inclusive and carefully planned enrichment offer which ensures that all children, including disadvantaged pupils and pupils with SEND, access high-quality experiences that broaden horizons, develop talents and interests, strengthen wellbeing and belonging, build cultural capital and support readiness for future learning.

1. Self-Evaluation Checklist Mapped to the 8 Benchmarks

Benchmark 1 – Enrichment is strategically planned and aligned with the school's vision and curriculum

- ❖ Enrichment is explicitly linked to the school's values of Respect, Compassion, Perseverance, Honesty, Love and Kindness.
- ❖ Enrichment supports curriculum priorities and Personal Development & Wellbeing.
- ❖ Leaders can explain why particular experiences have been selected.
- ❖ Enrichment is planned progressively across Nursery, Reception, Year 1 and Year 2.
- ❖ Leaders identify gaps, duplication and opportunities to broaden children's experiences.
- ❖ Enrichment contributes to children's cultural capital and understanding of the wider world.
- ❖ Governors understand the school's enrichment strategy and its intended impact.

RAG rating		
Evidence and Impact		
Evidence: At FRIS we have a broad curriculum enrichment which complements our PSHE/PSED curriculum. The enrichment offer reflects our values and strategic curriculum priorities. Forest School and environmental initiatives strengthen sustainability and outdoor learning; Arts Week, music and our performances develop creativity; Children's University recognises and celebrates learning beyond the classroom; School and Eco Councils develop citizenship; and reading, oracy and cultural experiences and community engagement reinforce curriculum priorities.		
Impact: Children encounter the school's values and curriculum priorities through meaningful experiences as well as direct teaching, enabling them to apply knowledge, attitudes and behaviours in different contexts.		
Benchmark	Evidence	Impact
1. Strategically planned and aligned with vision/curriculum	Enrichment mapped across Nursery–Y2; links to school values; curriculum plans; Personal Development & Wellbeing SEF; Forest School; Children's University; National Year of Reading; Arts Week; Earth Day; Voice 21/oracy; sustainability work; curriculum subject plans.	The enrichment offer is integral to the school's curriculum and personal development provision rather than a series of stand-alone activities. Experiences are deliberately selected to broaden children's knowledge, develop the school's values and provide opportunities beyond those routinely available within classroom learning.
Next step		

Agree the experiences every child should encounter during their time at FRIS.
Develop a clearly defined, progressive enrichment entitlement that ensures that children's access to wider experiences is planned rather than dependent on individual classes or family circumstances.

Benchmark 2 – Children experience a broad and well-rounded enrichment offer

- ❖ Every child has opportunities across the school's agreed five enrichment categories.
- ❖ Experiences include sport and physical activity.
- ❖ Experiences include arts, music, performance and creativity.
- ❖ Experiences include nature, outdoor learning and environmental education.
- ❖ Experiences include community, citizenship and social action.
- ❖ Experiences broaden children's cultural experiences, interests and aspirations.
- ❖ Trips, visitors and special events enhance curriculum learning.
- ❖ Provision includes opportunities children may not routinely encounter outside school.

RAG rating		
Evidence and Impact		
Benchmark	Evidence	Impact
2. Broad and well-rounded offer	Forest School Garden; sporting clubs/activities; music and performance; Arts Week; trips and visitors; Eco Council; School Council; Children's University; cultural and faith experiences; HAF activities promoted; reading events; outdoor learning; climate/environment projects.	Children benefit from a broad range of experiences across sport, creativity, culture, outdoor learning, citizenship and community engagement. This enables pupils to discover interests and talents, develop confidence and experience activities that extend beyond the taught curriculum.
Next step		
Map all current enrichment from Nursery–Y2 against the five agreed categories . Demonstrate the breadth and progression of opportunities from Nursery to Y2. Identify gaps or unnecessary duplication.		

Benchmark 3 – The enrichment offer is visible, understood and celebrated

- ❖ Pupils know about the opportunities available to them.
- ❖ Parents understand the breadth of the school's enrichment offer through our prospectus
- ❖ Enrichment is regularly communicated through newsletters, displays, website/social communication and parent events.
- ❖ Children's achievements beyond academic attainment are celebrated.
- ❖ Participation and achievement are recognised through assemblies, certificates, awards or Children's University.
- ❖ Leaders can articulate the school's enrichment entitlement.
- ❖ Governors receive information about enrichment participation and impact.

RAG rating		
Evidence and Impact		
Benchmark	Evidence	Impact
3. Visible, understood and celebrated	Newsletters; school website/social media; displays; assemblies; certificates; Children's University awards; photographs; celebration assemblies; communication with parents; pupil voice.	Enrichment has a high profile across the school. Children talk positively about their experiences and achievements are recognised and celebrated, reinforcing the message that success encompasses personal development, participation,

		contribution and achievement as well as academic outcomes.
Next step		
Publish the FRIS enrichment entitlement. Regularly communicate opportunities and celebrate participation. Develop an age-appropriate enrichment passport across Nursery–Y2 linked to the five categories. Use Children's University alongside, class and whole school assemblies to celebrate achievements. Children recognise the breadth of their experiences, celebrate achievements and increasingly identify interests and activities they would like to pursue further. Targeted communication supports equitable take-up rather than relying solely on families who already engage readily. Leaders can see whether each child's entitlement is being realised.		

Benchmark 4 – Enrichment is shaped by pupils, families and the community

- ❖ Pupil voice informs the enrichment offer.
- ❖ Children are asked which experiences they value and what else they would like to experience.
- ❖ School Council and Eco Council contribute to decision-making.
- ❖ Pupil leadership groups influence aspects of school life.
- ❖ Parents' knowledge, skills, cultures and experiences are used to enrich provision.
- ❖ The Family Wellbeing Centre contributes to opportunities for children and families.
- ❖ Community needs and the school's context inform enrichment planning.
- ❖ Leaders can demonstrate changes made as a result of pupil or family voice.

RAG rating		
Evidence and Impact		
Benchmark	Evidence	Impact
4. Shaped by pupils, families and community	School Council minutes; Eco Council; pupil questionnaires/discussions; parent feedback; Family Wellbeing Centre; parental involvement; community visitors; children's suggestions influencing activities; Year 2 leadership opportunities.	Children increasingly have agency in shaping aspects of school life rather than being passive recipients of provision. Pupil voice and leadership opportunities develop confidence, responsibility and a sense that children's views can lead to meaningful change. Family and community involvement further strengthens children's sense of belonging.
Next step		
Pupil voice directly influences the enrichment offer. Conduct termly pupil discussions: What have you enjoyed? What have you learned? What would you like to try? Is there anything stopping you joining in? Include PP/SEND pupils deliberately. Children increasingly see themselves as active contributors to school life and leaders can identify specific changes made in response to their views. Make greater use of expertise within families and the local community. Invite parents/community members to share occupations, skills, cultures, interests and experiences. Use targeted communication where families are less engaged. Families have greater awareness of the opportunities available and increasingly contribute to the enrichment offer. Audit current partnerships including the Family Wellbeing Centre, Junior School, community organisations and external providers. Identify gaps across sport, arts, culture, environment and aspiration.		

Benchmark 5 – Enrichment is accessible and inclusive for every child

- ❖ Leaders analyse participation by pupil group rather than relying on overall participation figures.
- ❖ Disadvantaged pupils' participation is compared with that of their peers.
- ❖ Participation of pupils with SEND is monitored.
- ❖ Leaders identify pupils who repeatedly miss enrichment opportunities.
- ❖ Financial barriers are identified and removed wherever possible.
- ❖ Reasonable adjustments enable pupils with SEND to participate meaningfully.
- ❖ Communication, confidence, transport, equipment and family circumstances are considered as potential barriers.
- ❖ Leaders intervene where participation gaps emerge.
- ❖ There are no significant or persistent participation gaps between disadvantaged/SEND pupils and their peers.
- ❖ The school can evidence individual examples where barriers have been successfully removed.

RAG rating		
Evidence and Impact		
Benchmark	Evidence	Impact
5. Accessible and inclusive for every child	PP/SEND participation analysis; reasonable adjustments; free PP places for clubs and activities; HAF promotion of free holiday places at local clubs and Fun4Kidz provision; SEND support plans include promotion of club attendance; staff knowledge of individual barriers; targeted invitations; Family Wellbeing Centre support; enrichment participation tracker.	Leaders actively identify and remove barriers to participation so that disadvantage or SEND does not unnecessarily restrict access to the wider life of the school. Increasingly systematic analysis enables leaders to identify children experiencing fewer opportunities and intervene rather than assuming that equality of offer results in equality of participation.
Next step		
Introduce the pupil-level participation tracker. Record significant school-day and extracurricular experiences. Analyse by PP, SEND and PP+SEND. Review participation termly. Identify pupils accessing fewer categories. Discuss barriers with pupils/families and implement targeted responses such as subsidy, reasonable adjustment, personal invitations or school-day opportunities. Leaders have an accurate picture of who participates rather than relying on provision data. Individual pupils with narrower participation are quickly identified. Disadvantaged pupils and pupils with SEND increasingly participate at rates comparable with their peers. Where differences remain, leaders know which pupils are affected, understand why and can evidence action taken.		

Benchmark 6 – Strong partnerships extend children's opportunities

- ❖ The school uses community organisations and external partners to broaden provision.
- ❖ Partnerships provide experiences beyond what the school could offer independently.
- ❖ Links with the Junior School support progression and shared opportunities.
- ❖ Community, cultural, faith, sporting and creative organisations contribute to enrichment.
- ❖ Families are recognised as partners in enrichment.
- ❖ The Family Wellbeing Centre strengthens links between school, families and community services.
- ❖ Leaders evaluate which partnerships have the greatest impact.
- ❖ New partnerships are deliberately sought where gaps in provision are identified.

RAG rating		
Evidence and Impact		
Benchmark	Evidence	Impact
6. Strong partnerships extend opportunities	Family Wellbeing Centre activities promoted; Junior School links; Sefton	Partnerships extend the expertise, experiences and opportunities available

	initiatives such as Learn to Ride your bike opportunities; community organisations; local sports providers promoted; cultural/faith visitors eg Rev Hardy from St John's Church environmental partners eg Sefton's Eco Centre; Children's University; local organisations and families.	to children beyond those the school could provide independently. The school's position within its community, strengthened through the Family Wellbeing Centre, enables children and families to benefit from wider relationships and experiences.
Next step		
Audit the partnership and their contribution to enrichment New Partnerships sought where gaps are identified		

Benchmark 7 – Enrichment develops identifiable outcomes for children

- ❖ Leaders identify the intended outcome of significant enrichment activities.
- ❖ Pupil voice demonstrates increased enjoyment, confidence and sense of belonging.
- ❖ Enrichment develops communication and oracy.
- ❖ Children develop interests, talents and new skills.
- ❖ Experiences increase children's knowledge of their community and wider world.
- ❖ Pupil leadership develops responsibility, agency and confidence.
- ❖ Leaders consider relationships between enrichment and attendance/engagement.
- ❖ Leaders consider the impact on wellbeing and readiness to learn.
- ❖ Staff can identify individual pupils for whom enrichment has had particularly significant impact.
- ❖ Evidence focuses on what has changed for children rather than simply what was provided.

FRIS evidence / development note: Key question: What difference did this experience make for our children, particularly those who have fewer opportunities beyond school?

RAG rating		
Evidence and Impact		
Benchmark	Evidence	Impact
7. Identifiable outcomes for children	Pupil voice before/after experiences; staff observations; participation data; children's work; photographs; Children's University records; attendance/engagement information; examples of children developing confidence; leadership participation; oracy observations.	Enrichment contributes to children's confidence, communication, independence, wellbeing and sense of belonging. Staff can identify pupils who have developed new interests, participated more confidently, taken responsibility or demonstrated skills and strengths that may not be as visible within formal classroom learning.
Next step		
Audit existing School Council, Eco Council and other pupil responsibilities. Increase meaningful Y2 leadership/ambassador opportunities. Monitor PP/SEND representation. Ensure roles involve genuine responsibility rather than titles alone. A wider and more representative group of children experiences meaningful leadership. Pupils demonstrate increased confidence, communication, responsibility and agency and can identify changes they have influenced.		

Benchmark 8 – Leaders continually evaluate and improve the enrichment offer

- ❖ Participation data is reviewed termly.
- ❖ Data is analysed by disadvantaged, SEND and other relevant pupil groups.
- ❖ Pupil voice contributes to evaluation.
- ❖ Parent feedback is considered.
- ❖ Staff evaluate the quality and value of provision.
- ❖ Leaders identify underrepresented pupils.
- ❖ Leaders identify gaps within the five enrichment categories.
- ❖ Provision is changed in response to evaluation.
- ❖ Governors receive evidence of participation, equity and impact.
- ❖ Annual evaluation informs the following year's enrichment strategy.

RAG rating		
Evidence and Impact		
Benchmark	Evidence	Impact
8. Leaders evaluate and improve the offer	Termly participation dashboard; PP/SEND comparisons; pupil voice; parent feedback; governor reports; SLT monitoring; curriculum reviews; annual enrichment audit; Children's University participation; club uptake analysis.	Leaders increasingly evaluate enrichment through the lenses of breadth, participation, equity and impact.
Next step		
Gather evidence through pupil voice, staff observation and examples of learning/behaviour. Focus on confidence, communication, belonging, independence, engagement and interests. Leaders can articulate what has changed for children and identify enrichment that has particularly strong impact on confidence, communication, wellbeing, engagement and personal development. Report termly to governors on breadth, participation and equity. Include PP/SEND comparisons, barriers identified and actions taken. Present an annual evaluation against the 8 benchmarks. Governors understand the quality and equity of the enrichment offer and provide informed challenge about participation, underrepresented groups and impact rather than simply receiving lists of activities.		

Overall Leadership Evaluation

Overall RAG: _____

Key strengths: _____

Areas for development: _____

Evidence of impact on pupils: _____

Priority groups requiring increased access: _____

Leadership priorities for 2026–27: _____

RAG rating:

Green = securely embedded and impact demonstrated;

Amber = established but further development/evidence required;

Red = significant development required.

2. Data-Tracking Template – Disadvantaged Pupil Participation

Use this pupil-level template to track significant enrichment opportunities and identify participation gaps. The focus should be on access, actual participation, barriers and the action taken to remove them.

[illegible]

Termly Leadership Dashboard

Leadership measure	All pupils	Disadvantaged	SEND	Disadvantaged + SEND
% accessing at least 1 enrichment opportunity				
% accessing 3+ categories				
% accessing all 5 categories				
% holding a pupil leadership role				
% participating in sport / physical activity				
% participating in arts / music				
% participating in outdoor / nature				
% participating in community / citizenship				
% participating in cultural / aspiration opportunities				

Equity question: Are disadvantaged pupils and pupils with SEND participating at broadly the same rate as their peers? If not, who is missing out, why, and what are we doing about it?

3. Senior Leadership Enrichment Action Plan

Overarching Improvement Objective

To further strengthen the school's ambitious enrichment, offer by establishing a clearly defined entitlement for every child, systematically monitoring participation and equity of access, particularly for disadvantaged pupils and pupils with SEND, and evaluating the impact of enrichment on pupils' confidence, wellbeing, engagement, communication and personal development.

Leadership emphasis: "we know who participates, we remove barriers, and we know the difference it makes."

Priority	Actions	Lead	Timescale	Success criteria / impact evidence
1. Define the FRIS enrichment entitlement	Map current provision against the 8 benchmarks and five agreed enrichment areas. Identify gaps across Nursery–Y2.	SLT	Autumn 1	Clear progressive enrichment entitlement established.
2. Establish baseline participation	Create pupil-level tracker. Record significant clubs, experiences, leadership and wider opportunities.	SLT / PP Lead	Autumn	Baseline established for all pupils.
3. Strengthen equity	Analyse PP/SEND participation termly. Identify pupils accessing fewer opportunities and investigate barriers with families/pupils.	PP / SEND Leads	Termly	No significant persistent participation gaps.
4. Introduce an enrichment passport	Develop a simple age-appropriate record of children's experiences across the five areas from Nursery–Y2.	Curriculum Lead	Autumn / Spring	Every child builds a record of broad experiences.
5. Strengthen pupil leadership	Audit leadership roles and extend meaningful Year 2 responsibilities through School Council, Eco Council, reading, wellbeing and other ambassador roles.	PD Lead	Autumn	Increased proportion and diversity of pupils holding meaningful roles.
6. Embed pupil voice	Termly discussions with representative groups about opportunities enjoyed, barriers and desired experiences.	SLT	Termly	Evidence demonstrates that pupil voice changes provision.
7. Develop partnerships	Audit current partners and identify new community, cultural, environmental, sporting and creative partnerships.	SLT	Throughout year	Wider range of sustained community partnerships.
8. Evaluate impact	Add brief intended outcomes to significant enrichment activities and evaluate confidence, wellbeing, engagement, communication and aspirations through pupil/staff voice and relevant data.	SLT	Termly	Leaders can articulate what difference enrichment makes.
9. Strengthen parent engagement	Communicate entitlement and invite families to contribute skills, cultures, occupations and experiences.	SLT / FWC	Throughout year	Increased family/community contribution.
10. Governor oversight	Present termly participation/equity dashboard and annual evaluation against benchmarks.	HT	Termly	Governors challenge leaders about breadth, equity and impact.