



RBK Federation Enhancement Plan

Executive Summary:

At the Federation of Ripley Endowed CE Primary School, Beckwithshaw CE Primary School and Kettlesing Felliscliffe CE Primary School (RBK Federation), we firmly believe that education is about far more than academic success alone. Guided by our vision of *"Growing Together, Guided by Love"* and our values of Community, Compassion and Courage, we are committed to ensuring that every child experiences a rich, ambitious and inclusive programme of enrichment that broadens horizons, develops character and enables all pupils to achieve and thrive.

This commitment is reflected within our Federation Development Plan 2026-2028, where enrichment has been identified as one of our key strategic priorities. The federation has committed to delivering a broad and balanced enrichment entitlement, ensuring equity of access, developing strong partnerships and removing barriers to participation for disadvantaged and SEND pupils.

Our approach is closely aligned with the Department for Education's Enrichment Framework for Schools and Colleges, published in June 2026. The framework recognises that high-quality enrichment plays a vital role in supporting children's personal development, wellbeing, belonging, aspirations and future success. It sets out eight benchmarks for effective provision, including a strategically aligned offer, broad opportunities, strong partnerships, accessibility and continual evaluation and improvement.

Across the RBK Federation, enrichment is not viewed as an optional addition to the curriculum. Instead, it is woven into the fabric of school life and designed to complement and enhance pupils' academic learning, personal development and wellbeing. In line with DfE expectations, we provide opportunities across a wide range of experiences, including:

- Sport and physical activity

- Arts, music and culture
- Outdoor learning and adventure
- Community service and courageous advocacy
- Leadership and pupil voice
- Careers and aspiration-building experiences
- Environmental and sustainability projects
- Experiences that develop wider life skills and character

We are particularly committed to ensuring that enrichment is inclusive and accessible to all. Consistent with both our Christian vision and the DfE framework, we actively identify and remove barriers that may prevent participation. Through targeted support, funding assistance, adapted provision and personalised planning, we strive to ensure that no child misses opportunities because of financial circumstances, SEND, attendance concerns or additional needs.

The federation's enrichment offer is strengthened through productive partnerships with local organisations, sports clubs, cultural providers, charities, faith communities and employers, enabling pupils to benefit from experiences that would not otherwise be available within our small rural schools. These partnerships enrich learning, increase aspiration and help pupils make meaningful connections between their education and the wider world.

As part of our ongoing commitment, we will continue to map, monitor and evaluate our enrichment provision against the DfE Enrichment Benchmarks, using pupil voice, participation data and impact measures to ensure that experiences contribute positively to children's confidence, resilience, teamwork, communication skills, wellbeing and aspirations.

Ultimately, the RBK Federation believes that every child deserves a wealth of opportunities to discover their talents, pursue their interests, develop their character and find their place in the world. Through a carefully planned, inclusive and ambitious enrichment programme, we are committed to ensuring that all pupils experience an education that enables them not only to achieve and thrive, but to truly flourish.

School and Benchmark focus area	Benchmark 1: Enrichment Offer is aligned with strategic school priorities and school values. "An enrichment curriculum ensures that primary education remains a joyful, exploratory journey rather than a race to a finish line." (NAPE)				
	SDP priority objective:	Strategy	Actions		Impact (RAG rate)
Values and curriculum Developing wider life and future skills.	The enrichment curriculum, aligned to school values and curriculum intent, is implemented as planned.	Enrichment curriculum is clearly documented and aligned to school values and curriculum drivers. - Is accessible to all. - Raises ambition. - Supports development of well rounded, global citizens. - Encourages respect and empathy for others and environment. - Promotes enjoyment for learning. - Extends opportunity. - Builds cultural capital. - Raises aspiration. - Extends horizons. - Promotes happiness. - Promotes health. - Promotes productivity. - Builds resilience. - Builds positive mindset. - Promotes creativity.	• Create enrichment curriculum documentation aligned to school values and curriculum drivers. • Create the federation’s 12/24/36 activities to be completed before leaving primary school. • Share enrichment document with pupils, staff, parents and governors. • Raise profile - promote enrichment curriculum newsletters, display, website half-termly. • Conduct pupil, staff and governors voice to ensure understanding of enrichment curriculum offer. • Clubs established and implemented at times to maximise attendance – school day and beyond school hours. • Experiences timetabled eg Physical activity (dance, fitness, cycling). • Opportunities to represent school in sporting events.		• Enrichment curriculum is documented and aligned. • Enrichment curriculum is well understood by all stake holders. • Enrichment curriculum is implemented and monitored. • Engagement of disadvantaged cohorts is improved.
Attendance	Attendance is in line with national/ or improving for all pupil groups.	• Enrichment curriculum interests pupils. • Enrichment offer is well understood by pupils and families. • Enrichment activities are targeted to support attendance when this can traditionally be lower.	• Identify areas of interest from Pupil Voice survey. • Identify times when attendance can fall and deliver enrichment at this time. • Showcase offer newsletter, display and website. • Timetable clubs and activities at times when pupils can attend. • Remove financial barriers for disadvantaged pupils (use of PP funding).	School Attendance: • Attendance % is improved and inline or above national average • Increase in attendance for those pupils who historically have been cause for concern or whose parents have ben involved in attendance process • Enrichment opportunities are well attended and attendance at these continue to remain stable or have an upward trend. Enrichment Participation (including vulnerable groups):	

			• Target key pupil groups. • Monitor attendance at enrichment events termly. • Monitor attendance.	• Participation in federation enrichment opportunities increase and are above national average involvement. • Enrichment is recognised by pupils and other stakeholders to be planned in line with interests. • Equity in involvement – all have opportunity to be involved – regardless of financial barriers. • Adaptations ensured so that pupils with additional needs are included in enrichment offers in a way that supports them.
SEMH, Personal Development and Wellbeing	Pupils exhibit positive behaviours and report positive wellbeing and mental health.	• School provides a range of experiences which enable all pupils to discover talents and thrive – chance to shine. • Participation and achievement in enrichment activities is celebrated (certificates/awards). • Activities support team work and collaboration. • Activities support problem solving. • Activities build pupil resilience. • Activities to specifically support positive well-being and mental health eg outdoors, art, sport and fitness.	• Conduct staff and parental e-survey regarding experiences community wishes children to experience during primary years. • Provide timetable of varied enrichment activities, clubs and experiences which appeal to pupils (pupil survey). • Deliver awards for participation and achievement in enrichment (assembly).	Pupil Voice survey indicates: • Enjoyment of the enrichment opportunities • Recognition of variety and inline with their interests • Continuation of attendance at opportunities throughout the year. Enrichment timetable varied: • Created inline with pupil voice suggestions – within reason • Timetable taking into account context of each school as well as the delivery term – seasonal opportunities offered Number of awards issued: • Pupils enjoy praise through enrichment involvement • Attendance remains stable/increasing due to positive reinforcement following attendance and involvement
Context	Enrichment offer is aligned with context – eg demographic, geography.	• Enrichment curriculum supports multicultural experiences. • Enrichment curriculum supports knowledge of areas beyond school City/countryside/coastal visit.	• Timetable of multicultural visits and experiences (aligned to curriculum RE/PSHE/Geography) is in place. • Timetable of visits and experiences in place.	Number of multicultural visits/experiences held: • Visits/experiences organised to further enrich curriculum opportunities • Children develop a greater understanding of the context of the curriculum due to hands on opportunities and experiences

				- Knowledge of surrounding society increased and links in with tolerance around multi-cultural society Pupil voice indicates: - Increased awareness of society - Pupils able to talk about different cultures and beliefs and how these compare to their own experiences - Pupils can have a greater understanding of difference, increasing level of tolerance within societal and cultural differences.
Careers	Expand horizons	- Engaging speakers/experiences attend from world of work. - Supports knowledge of environment.	- Timetable of speakers (careers) established. - Environmental activities established. - Digital literacy club - STEM club - Enterprise initiatives - Cooking - Financial awareness	Pupil voice indicates: - Pupil experiences of varied visitors will lead to a greater understanding of future careers/the context of society - Pupils have wide variety of experiences which support their understanding of the offer to them as they grow - Pupils can talk about the impact this engagement has on them and how this makes them consider their options in later life - Pupils recognise their own talents and where they want to further develop their own knowledge

School and Benchmark focus areas	Benchmark 2: School offers a broad and well rounded enrichment offer. <i>"A broad curriculum is the soil in which hidden talents grow. Without variety, we never give children the chance to discover what they truly love." (Sir Tim Brighthouse)</i>			
	SDP priority objective:	Strategy	Actions	Impact (RAG rate)
Varied offer across key focus areas: • Civic Engagement • Arts and Culture • Nature, outdoors and adventure • Sport and physical activities • Developing wider life and future skills	The enrichment curriculum, is broad (addressed 5 key focus areas) and well rounded.	Documented enrichment curriculum addresses 5 key focus areas and is well understood by stakeholders, and appealing to a wide number of pupils, including disadvantaged cohorts. -	• Enrichment curriculum is designed with pupils and staff to incorporate 5 focus areas. • Monitoring - Impact of enrichment curriculum is reviewed termly to ensure meets needs. • Staff and governor pupil voice conducted to ensure understanding and appeal of offer. • Identified benefits of enrichment reported to governors, staff, parents and pupils.	• Number of pupils attending events/activities indicates appeal. • Engagement of disadvantaged cohorts is improved. • Pupil, parent and staff voice indicates understanding of offer. • Clear indication of pupil recognition of their involvement in design of enrichment curriculum. • Personal development clear through enrichment offer. • Clear adaptations to offer termly to ensure that needs are met for all pupils

School and Benchmark focus areas	Benchmark 3: A well communicated enrichment offer celebrates participation and achievement. <i>"No school can work well for children if parents and teachers do not act in partnership on behalf of the children." (Dorothy H Cohen)</i>			
	SDP priority objective:	Strategy	Actions	Impact (RAG rate)
Communication Celebration	The enrichment curriculum is well communicated. The enrichment curriculum celebrates	Enrichment curriculum is high profile within school, newsletters and on website. Participation and achievement within the enrichment curriculum is celebrated in regular assemblies with awards.	• Raise profile - promote enrichment curriculum newsletters, display, website half-termly. • Assembly held half termly to celebrate participation and awards presented – showcase this with parents.	• Number of pupils attending events/activities indicates appeal. • Engagement of disadvantaged cohorts is improved. • Pupil, parent and staff voice indicates understanding of offer. • Offer is celebrated by all through clear communication

	participation and achievement.		Participation and achievement in enrichment is recognised in reports.	- Pupil engagement increase further through positive praise and impact this has on enjoyment. - All stakeholders recognise the impact of the increased enrichment offer and the impact on development and wellbeing.
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School and Benchmark focus areas	Benchmark 4: The enrichment offer is shaped by the school community and context. <i>"Children must see themselves reflected in the curriculum, but they must also see their neighbourhood, their community's history, and the realities of their daily lives." (Gloria Ladson-Billings)</i>			
	SDP priority objective:	Strategy	Actions	Impact (RAG rate)
Community engagement and context.	The school community and context informs the enrichment curriculum.	Enrichment curriculum supports multicultural experiences, knowledge of areas beyond school, supports local issues eg loneliness, supports understanding of local industry eg farming, utilises resident's knowledge eg local history.	- Timetable of multicultural visits and experiences (aligned to curriculum RE/PSHE/Geography city/countryside/coastal visits, farm visits, guest speakers - Combat rural isolation/loneliness Community cupcakes - class hosts a village event sharing refreshments, learning and playing board games etc.	- Number of multicultural visits/experiences held: - Community events - Guest speakers - Pupil voice indicates - Clear understanding from pupils around context of their location and also wider world - Engagement of community is clear and strong relationships with schools is evident - Pupils can talk articulately about their cultural context and have a clear, age-appropriate understanding of the world around them - Pupils express enjoyment around visits and experiences

School and Benchmark focus areas	Benchmark 5: Enrichment Curriculum is accessible and engaging. <i>"Engagement is the engine of learning. When a curriculum is accessible yet challenging, it transforms school from a place children have to go, into a place they love to be." (Mary Myatt)</i>
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	SDP priority objective:	Strategy	Actions	Impact (RAG rate)
Inclusion.	Enrichment Curriculum is accessible and engaging.	Termly tracking of engagement of pupils including disadvantaged cohorts (including children with SEND, Young Carers, LAC pupils, EAL, children with attendance issues including persistent absence).	• Termly tracking system in place. • Analysis provided to governors. • Pupil voice monitoring ensures activities are well matched to pupil interests and needs. • Any barriers to attendance for disadvantaged cohorts are addressed.	• Disadvantaged children attendance at enrichment is inline with national or higher • Pupils work positively across peer groups. • Pupil voice indicates enjoyment and positive MHWB. • Barriers are removed through careful planning around needs and adaptations • Pupils actively recognising their voice within implementation of enrichment

School and Benchmark focus areas	Benchmark 6: The enrichment offer works in partnership. <i>"If a child is to connect what they learn in the classroom to the vast possibilities of the real world, the school gates must open to external experts. Musicians, scientists, and athletes don't just teach a skill; they model a future." (Sir Ken Robinson)</i>			
	SDP priority objective:	Strategy	Actions	Impact (RAG rate)
Partnership supports implementation of the enrichment offer across 5 key areas: • Civic Engagement • Arts and Culture • Nature, outdoors and adventure • Sport and physical activities • Developing wider life and future skills	The enrichment curriculum is supported by high quality external partnerships.	Enrichment curriculum is supported by use of high quality external partnerships, drawing on expertise beyond own staff.	• Identify current and future partnerships (see links below). • Monitor feedback and review of sessions delivered by external partners to sustain quality.	• Evidence • Pupils' enrichment offer is developed through well-chosen external providers. • School implemented enrichment through evidence-based decisions • Pupil opportunities are increased through well-planned and resourced plans.

School and Benchmark focus areas	Benchmark 7: The enrichment offer is outcomes focused. <i>"Enrichment should begin with clear outcomes, ensuring activities support pupils' development rather than simply adding more opportunities." (Action for Youth Education Report)</i>
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	SDP priority objective:	Strategy	Actions	Impact (RAG rate)
Outcomes.	The enrichment curriculum is effective in raising outcomes.	Leaders monitor impact termly.	- Monitoring termly against key objectives of Enrichment curriculum - Engagement - Outcomes - Progress - SEMH - MHWB - Sense of belonging - Skills development - Community engagement	- Data shows positive impact across key objectives of enrichment strategy. - Vulnerable groups are positively impacted by a well-planned enrichment offer. - Progress is measured through continued engagement and pupil voice to capture wellbeing and personal development increases - Community continues to be an intrinsic part of the federation enrichment opportunities. - Pupils are aware of the communities and how these impact their learning and enrichment offer

School and Benchmark focus areas	Benchmark 8: Enrichment Curriculum is continually improving to meet needs. <i>"An enrichment curriculum is a dynamic, evolving, lifelong process. Every time you look at it, it should grow with the needs of the child." (Educational Leadership Review Insights)</i>			
	SDP priority objective:	Strategy	Actions	Impact (RAG rate)
Continual improvement.	Leaders implement effective monitoring and review processes to drive continual school improvement.	Enrichment curriculum is monitored termly, and effectively supports school personal development and wellbeing offer and ambitions of the school.	- Termly cycle of monitor, review and improve in place. - Governor champion identified. - Pupil champions identified.	Robust monitoring informs leaders who adapt enrichment offer to maintain appeal and impact. Monitoring focus is around continued engagement. Leadership through pupils is clear and they feel valued in these roles. Pupils can openly discuss how they have supported the development of the enrichment curriculum and are clearly proud of this.

