Badsley Primary School Enrichment Offer



Badsley Primary School aims to provide every pupil with the skills, knowledge and attitudes required to thrive both academically and personally and make a positive contribution to wider society. We strive for a positive and inclusive atmosphere where all pupils feel safe, supported, and valued. Our curriculum aims to develop curiosity, raise aspirations, create positive relationships, and empathy where pupils leave us as individuals who are ready for the next stage of education and able to play a full and active role in modern Britain.

We aim to create an ethos where all children can flourish spiritually, personally, academically and socially. High expectations for all are at the centre of what we do and we aim for all children in school to be challenged, curious, respectful and knowledgeable. Our key intent and driver of personal development, which spans across all of our curricular subjects and our whole-school ethos, is to ensure children become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in modern Britain. We aim to provide all children with the opportunities both within our curricular subjects and through wider curriculum activities to broaden their horizons, challenge stereotypes and develop their understanding of values and citizenship. Our primary intent is to enhance pupils' spiritual, moral, social and cultural development It is also vital that children leave Badsley with the necessary understanding of protected characteristics, quality and diversity.

Pupils become:

- Respectful, confident, resilient, independent and kind with a strong character.
- Pupils will demonstrate our Badsley Values and be ready for the next stage of their education.

Pupils have the opportunity to:

- Discover & nurture their talents and interests.
- Experience a broad and balanced curriculum with hands-on learning experiences.
- Become well-rounded individuals who understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. They will have an understanding of the differences within our school community and our wider community.
- Take part in events such as Career's Week and Anti-Bullying Week to broaden

Pupils know & understand:

- Our fundamental British values & protected characteristics
- How to keep themselves healthy both physically, mentally and in their relationships.
- How to be respectful of others by understanding and accepting differences
- About their own strengths, interests and passions which can then lead to a broad range of careers.
- Key aspects of the Jigsaw curriculum theme from each puzzle piece, including the relative safeguarding aspects from each piece.

Benchmark	What does the enrichment offer look like at Badsley?	Self-assessment
A strategically aligned enrichment offer	• Personal Development key priority of all stake-holders and SLT value impact of PD on all pupils. Leadership prioritise PD at Badsley and personal development and personal enrichment it at the heart of our core values. • Personal Development and enrichment are key area on school SIP with clear evaluation, impact and next steps. • Strategic oversight of enrichment offer through leadership of Assistant Headteacher who takes responsibility for enrichment and PD. • Personal development mapped out through every curriculum subject on road maps. PD is woven through curriculum to ensure carefully planned opportunities for enrichment. • Curriculum vision is based around developing the whole child, not just focused around attainment of pupils. Badsley expects pupils to develop and progress in all areas. • Residential offered to Y6 pupils for promoting independence and resilience. Outdoor pursuit residential to offer new experiences and broaden horizons. • Carefully planned Career's Months with every class receiving careers visitors. • Science careers built in to science curriculum- careers matched to each unit of learning to bring meaning to learning and context. • Broad range of after-school clubs offered through school staff and external providers. Attendance at these clubs for disadvantaged pupils is tracked by PP/disadvantage lead. Clubs to broaden horizons and develop enrichment and wider learning. • Democracy in school through school council system and the whole process of application, interviewing, voting, representing. Pupils learned about this system with resources provided by PD lead. • Career's Curriculum through Science teaching. Each unit of science has a linked career that links to the learning. To be launched in Computing 2026/2027 academic year. • Wide range of leadership opportunities for pupils: *writing ambassadors, reading ambassadors, sports leaders, school council, mini-police officers.*	4
A broad and well-rounded enrichment offer	• Every child to access POPs outdoor learning sessions 2 x yearly to develop enrichment and hands-on learning experiences outside of the classroom. • Crowden Outreach team yearly for all Y6 pupils to consolidate skills and ensure all children have had equal opportunity. • Use of Picture News throughout school to promote understanding of wider communities and develop well rounded knowledge of current events in the world. This also promotes British Values and the teaching of Protected Characteristics.	3

	• Daily provision of enrichment- assemblies focused on cultural capital e.g. city, music focus. Lunchtime clubs- learning mentor on yard to run sports activities, Rotherham Titans player on yard one day per week for delivering sports and mentoring. • Jigsaw PSHE supports enrichment and personal development for all children. Links to aspirations through Dreams and Goals puzzle piece. Whole curriculum encompasses key themes around: ➢ Cultural differences ➢ Racism ➢ Bullying ➢ Body-image ➢ Self-esteem ➢ Being safe, including online and in our local community ➢ Rights and responsibilities • **Civic Engagement-** school democracy through school council, voting for texts for reading for pleasure. • **Arts and culture-** engagement with Royal Opera and pupils had opportunity to perform in theatre. Reading curriculum structured to promote personal development and allow pupils to see books as 'a mirror to themselves and a window to the world'. • **Nature, outdoors and adventure-** outdoor pursuit through residential, outdoor learning 2x yearly through POPs, outdoor learning through Science and Geography carefully planned in (fieldwork in geography, outdoor experiments in science) • **Sport and physical activities-** wide range of after-school clubs available for pupils e.g. football, basketball, netball, cricket. Badsley actively participates in School Games tournaments and fixtures. • **Developing wider life and future skills-** Career's Month every year with a wide range of careers showcased, Y6 visit Career's Fair at local secondary school,	
A well-communicated enrichment offer that celebrates participation and achievement	• After-school clubs offered via Dojo and communicated with parents. Ease of access to sign up through Google forms for parent's to access and complete through mobile devices. • Achievements from home celebrated in a weekly assembly through headteacher. Parents send pictures of children/messages from parents.	2
An enrichment offer shaped by the school or college community	• Enrichment offer shaped by local community- responsive to key safeguarding issues e.g. visit and assembly from Sam's Army, a local charity dedicated to water safety. Particularly important and relevant for our school community given that Sam was a former pupil who drowned in open water at Ulley Reservoir. • Mini-police to forge links with local community policing team for incidents within the local community. • Reading ambassadors 2x yearly visit to local care home. • Development of oracy curriculum to close gap in speech and language to prepare pupils for future. • Carefully chosen PSHE curriculum (Jigsaw) to ensure clear focus on personal safety. Also very child-centred approach, which means it focuses on children as individuals and their strengths/interests. • Mental health support key for local community and school community. Involvement of With Me in Mind to support pupils with mental health challenges. Regular groups throughout school delivered to vulnerable pupils, plus parent workshops. • Wide range of gamily learning sessions provided to invite parents in to school to complete	3

	• Badsley Pantry- open to every family. Staff team able to highlight parents who may need to use this service. • Pastoral team in school to deliver swift and targeted interventions for those pupils needing further support emotionally or with mental health, both inside of lessons and outside. Pupils swiftly identified for needing additional support, ensuring that parent voice is supported and acted upon. Pastoral team support social and moral development of all pupils with 'reflection' to allow for open discussions of behaviour centred around Badsley Values and school ethos.	
An accessible and engaging enrichment offer	• After school clubs and activities accessible to all. • School trips and visits accessible to all and adaptations made. • Badsley embeds enrichment opportunities across all aspects of the curriculum, including outdoor learning, curriculum-linked educational visits, performances and pupil-led school council • Protected characteristics explicitly taught through Jigsaw PSHE curriculum, Picture News. • School trips subsidised by school to remove financial barriers for enrichment opportunities. • Badsley Values- high expectations for all pupils and embodied throughout the curriculum. • Accessible through things like Picture News for pupils- links to local/national/global events, rights of child, British Values and Protected Characteristics. • Rights Respecting School- pupils need to be aware of their rights, linked to personal safety. Each class has a visible class charter developed alongside pupils to take more ownership of their rights.	3
An enrichment offer that works in partnership	• Mini-police is a yearly project run with South Yorkshire Police • School Nurses • POPs • Crowden Outreach • External Providers for after-school clubs sourced to enable wider curriculum engagement • Rotherham Titans support • Fundrasing events for local charity e.g. Rotherham Hospice • Anti-Bullying Gold Award • Trauma-informed school with 2 practitioners in school (AH and PB) • Fundraising events in school aim to promote responsibility and active citizenship through taking responsibility for those in need in society and also becoming increasingly aware of the rights of others.	3
An outcomes-focused enrichment offer	• Tracking through CPOMs for impact on behaviour, attendance and wellbeing. Looking at reduction of behaviour incidents/monitoring of support. • Academic attainment and progress tracked through school tracking systems. • Pupil Voice to track enrichment offer. • After-school club attendance tracked by PB.	2
A continually improving enrichment offer	• Pupil Voice used to plan for new extra-curricular clubs • More work to be done on this	2

Score 1: identifying

Work is being done to understand what is happening, what strengths and weaknesses are, and the actions needed to improve.

Score 2: developing and implementing

Work is being done to develop, communicate and implement plans, practices and systems to address any weaknesses, and to capitalise on strengths.

Score 3: embedding

Systems and practices have been introduced that staff, pupils/students, and other relevant stakeholders are following and implementing. The effectiveness of this implementation is being monitored, considering any adjustments that need to be made to ensure practice is consistent and successful.

Score 4: sustaining and stretching

Policies and practices are successfully embedded to a high standard and used as consistent practice, with buy-in from the whole school or college community. There are appropriate and proportionate mechanisms for ongoing assessment and improvement in the long term.