ALL SAINTS CE JUNIOR ACADEMY

Discover talents. Try something new. Grow in confidence.

Our Enrichment Offer 2026–27

"With God, nothing is impossible" | *Luke 1:37*

Generosity • Respect • Hope • Resilience • Kindness

Our enrichment promise

At All Saints, enrichment is for every child — not an optional extra. We want your child to discover new interests, nurture their talents and feel confident to try something new. Through lessons, clubs, visits, pupil leadership and community projects, we aim to broaden horizons and help children make a positive difference to others. Our Christian vision and values guide this journey, helping children develop a sense of belonging, resilience and independence as they prepare for their next stage of education.

What is enrichment?

Enrichment brings learning to life through experiences within and beyond everyday lessons — from learning an instrument and exploring the outdoors to representing the academy and helping the community.

A world of opportunities

Every pupil in Years 3–6 will be enabled to experience a balanced range of opportunities across the five DfE enrichment categories. The examples below combine established All Saints practice with a structure for planning the 2026–27 offer; specific clubs, visits and partners can vary through the year.

DfE category	All Saints entitlement and examples	Intended development
Civic engagement	School Council; Eco Council, IPC; Worship Group; pupil leadership and prefect-style responsibilities; debating and Parliament education; visits linked to local democracy; community projects such as litter campaigning and safe-parking advocacy. Active	Citizenship, service, respectful debate, responsibility, leadership.

	cultural links with partner school in Sierra Leone embedded in Geography..	
Arts and culture	Curriculum-linked art and music; performance and creative opportunities; cultural visits and experiences drawn from the 50 Things entitlement; encounters with artists, musicians, museums, galleries or theatre where appropriate. All pupils learn an instrument for a year. A varied programme of clubs and activities.	Creativity, cultural capital, self-expression, confidence.
Nature, outdoors and adventure	OPAL-informed play; environmental action through Eco Council; local outdoor and coastal learning; gardening/sustainability opportunities; progressive visits and experiences within the 50 Things entitlement.	Risk management, resilience, teamwork, stewardship, connection with place.
Sport and physical activity	A varied programme of clubs and physical activities; team and individual sport; opportunities to represent the academy; active play at lunchtime; links with community sport where available.	Physical wellbeing, teamwork, perseverance, fair play.
Wider life and future skills	Computing/digital literacy, STEM and design challenges, practical life skills, financial/enterprise experiences, communication and leadership, opportunities to meet people from the wider community and world of work.	Problem solving, communication, aspiration, independence, future readiness.

Progressive experiences across Years 3–6

The core entitlement is the academy's published "50 Things" promise, supplemented by curriculum experiences, clubs, pupil leadership and community opportunities. Leaders should map the 50 experiences to year groups so that participation can be guaranteed and gaps identified before pupils leave Year 6.

Year	Progressive emphasis	Illustrative experiences
Year 3	Belong, explore and contribute	Join a club; take a first pupil responsibility; explore local history/nature; take part in

		performance, sport and community activity.
Year 4	Participate, create and speak	Broaden cultural experiences; develop debating/oracy; take part in environmental action; build practical/STEM skills.
Year 5	Lead, challenge and serve	Take on sustained leadership; represent the academy; undertake more ambitious outdoor/team challenges; engage with civic and community partners.
Year 6	Independence, aspiration and legacy	Lead younger pupils; complete key 50 Things experiences; undertake transition/future-readiness activity; plan or lead a service/community project; reflect on the enrichment journey.

Inclusion: enrichment for every pupil

All Saints' stated ambition is that 100% of pupils access at least one club or enrichment opportunity across the year. The stronger entitlement is that every pupil accesses the whole-school core offer, with leaders actively preventing SEND, disadvantage, attendance, cost, transport, confidence or other circumstances from becoming barriers. An example of this is access to music where all pupils have a year of instrumental teaching as part of our core offer provision.

- Use a central participation tracker covering clubs, trips, 50 Things, leadership and representation, analysed by year group and vulnerable group.
- Review participation for pupils with SEND, disadvantaged pupils, young carers, care-experienced pupils and pupils with persistent absence, then provide practical adjustments or targeted invitations where required.
- Protect a strong element of enrichment within the school day and at lunchtime so participation is not dependent on families being able to manage after-school provision.
- Plan reasonable adjustments and accessible alternatives from the outset, with the SENDCo involved.
- Use pupil voice to identify interests and barriers, especially among pupils who participate least.

How pupils shape and lead the offer

- School Council reviews the range of opportunities and identifies experiences pupils want to add or strengthen.
- Eco Council and Worship Group provide authentic leadership, service and community action.
- Year 6 leadership responsibilities develop independence and contribution to school life.
- Pupil surveys and short reflections after key experiences capture enjoyment, learning, new interests and skills.
- A termly "You said, we did" update shows pupils and families how feedback has influenced provision.

Partnerships beyond the school gate

The DfE benchmark asks schools to use external expertise and infrastructure to broaden the offer. For All Saints, partnership planning should deliberately connect pupils with Hastings and the wider East Sussex community, while retaining existing successful links and safeguarding procedures.

- Local civic and community organisations for democracy, volunteering and service.
- Libraries, arts, heritage, cultural and faith organisations to widen cultural experience.
- Sports clubs and enrichment providers to extend physical activity and specialist coaching.
- Environmental and outdoor organisations to support sustainability, coastal and nature experiences.
- Employers, STEM ambassadors and further/higher education links to broaden aspiration and future awareness.

Celebrating participation and achievement

- Create an individual enrichment passport linked to the 50 Things entitlement and the five DfE categories.
- Celebrate participation as well as excellence through assemblies, values awards, newsletters and displays.
- Recognise leadership, service, courage, teamwork, creativity and perseverance, not only competitive success.
- Give pupils structured opportunities to reflect on what they learned, what they enjoyed and what they want to try next.

Impact and evaluation

The academy will evaluate enrichment through both participation and outcomes. Evidence should be proportionate and useful rather than becoming an additional workload exercise.

Measure	What leaders review	Review point
Participation	% of pupils accessing clubs/activities; completion of 50 Things; participation by year group, SEND, disadvantage and other pupils at risk of missing out.	Termly
Pupil voice	Breadth, enjoyment, barriers, new interests, belonging and perceived skills gained.	Termly / after significant experiences
Personal development	Evidence of leadership, service, teamwork, resilience, independence, communication and responsible citizenship.	Termly
Wider school priorities	Relevant patterns in attendance, behaviour, engagement and wellbeing. Enrichment should be	At least termly

	considered alongside, not assumed to cause, changes.	
Quality and equity	Coverage across all five DfE categories; free/subsidised/paid balance; accessibility; quality of partnerships.	Annual deep review

DfE benchmark alignment

DfE benchmark	How the All Saints offer responds
1. Strategically aligned	Enrichment is rooted in the academy's Christian vision, values, curriculum and personal-development priorities, with leadership/governor oversight and explicit monitoring.
2. Broad and well-rounded	The offer is planned across all five DfE categories, with regular opportunities across the year and provision within the school day.
3. Well communicated and celebrated	A clear published entitlement, enrichment passport, assemblies, awards and family communication make opportunities and achievement visible.
4. Shaped by the community	School Council, pupil voice, staff strengths and feedback help design and review the offer.
5. Accessible and engaging	Participation is tracked and barriers are actively addressed, with particular attention to SEND, disadvantage and pupils at risk of missing out.
6. Works in partnership	Local and wider partners add expertise, venues and experiences beyond the academy's internal capacity; partnerships are reviewed for quality and value.
7. Outcomes-focused	Intended outcomes include belonging, confidence, resilience, leadership, essential skills, wellbeing and community engagement, supported by proportionate evidence.
8. Continually improving	Termly participation/pupil-voice review and an annual benchmark audit identify gaps and inform the following year's offer.

Leadership and annual cycle

When	Action
Autumn 1	Publish annual entitlement and club menu; baseline participation; survey pupil interests; identify pupils/groups at risk of missing out.
Autumn 2	Review uptake and access; targeted invitations/adjustments; celebrate first-term participation.

Spring	Check five-category balance, 50 Things progression and partnership quality; pupil/parent voice; adapt summer offer.
Summer	Year 6 enrichment reflection; recognise participation and leadership; complete annual benchmark self-evaluation; identify priorities for the next SDP/ADP.

Key sources used

Department for Education (2026), Enrichment benchmarks, published 15 June 2026. Eight benchmarks and associated indicators.

Department for Education (2026), Background supporting the enrichment framework for schools and colleges, published 15 June 2026.

All Saints CE Junior Academy curriculum webpage: National Curriculum Years 3–6 and “50 Things to do at All Saints CE Junior Academy Before you are 11 3/4s”.

All Saints CE Junior Academy, ASJ SEF 2026–27 draft: Christian vision and values; personal development, inclusive opportunities, pupil leadership, OPAL-informed lunchtimes, 50 Things and ambition for all pupils to access enrichment.

All Saints CE Junior Academy, ADP 2026–27 draft: priority to ensure vulnerable groups access whole-school enrichment and enhancement opportunities.