# THOMAS ADAMS SCHOOL ENRICHMENT STATEMENT 2026-2027

Growing Together, Fulfilling Potential

## 1. Vision and Rationale

At Thomas Adams School, enrichment is an integral part of our vision of Growing Together, Fulfilling Potential. We believe education extends beyond the classroom and that every student should experience a rich range of opportunities that develop character, confidence, resilience and aspiration. Enrichment supports our mission of creating an environment of support and respect where all members of the community have personalised opportunities to develop and experience success.

## 2. School Context

Thomas Adams School serves Wem and the surrounding area as a highly inclusive comprehensive school. Given the limitations of our local environment, we recognise that some students may have fewer opportunities due to geographical and, in some cases, economic factors. Our enrichment offer reflects our commitment to broadening horizons, developing cultural capital and ensuring students benefit from opportunities that prepare them for successful adult lives. Enrichment strengthens a sense of belonging, supports wellbeing and complements the academic curriculum.

## 3. Intent

Drawing on the school's vision of "Growing Together, Fulfilling Potential", the intent of the Thomas Adams School Enrichment Policy is to ensure that every student has access to a broad, inclusive and high-quality range of opportunities beyond the taught curriculum. Enrichment is designed to develop the school's core values of respect, resilience and success while supporting students' academic, social, cultural and personal development. Through participation in extra-curricular activities, educational visits, leadership opportunities, careers experiences and wider personal development programmes, students are encouraged to discover new interests, build confidence, develop resilience and strengthen their sense of belonging within the school community. The programme aims to provide equitable access for all students, increase participation, improve wellbeing, develop leadership and employability skills, and strengthen links with the local and wider community. By fostering a strong sense of community and belonging, enrichment supports improved attendance, enhances students' confidence in all aspects of school life and helps prepare them for future education, employment and training. Ultimately, the policy seeks to ensure that enrichment reflects the values and context of Thomas Adams School while

enabling every student to fulfil their potential and thrive both in school and beyond. The school uses the Department for Education Enrichment Benchmarks (2026) as the foundation of its enrichment offer.

## 4. Enrichment Entitlement

All students should have opportunities to participate in activities across the DfE enrichment categories: Arts and Culture; Sport and Physical Activity; Nature, Outdoors and Adventure; Civic and Community Engagement; and Wider Life Skills and Future Pathways. Activities may include clubs, educational visits, performances, leadership programmes, work experience, volunteering and house competitions. Please see Appendix 1 for details of how our enrichment activities align with these categories.

## 5. Leadership and Responsibilities

Governors oversee the strategic direction of enrichment. Senior leaders ensure that enrichment contributes to school priorities. The Enrichment Lead coordinates provision, monitors participation and evaluates impact. Staff are encouraged to contribute to enrichment activities and promote participation. Students are expected to engage positively and uphold school values.

Senior Leaders: Jenni Whitfield (Deputy Headteacher), James Hargreaves (Assistant Headteacher – Personal Development), Liam Allen (Assistant Headteacher – Sixth Form). Extra-Curricular Lead: Maxine Turner.

## 6. Implementation

The Thomas Adams School enrichment programme is implemented through a carefully planned and inclusive range of opportunities that complement and extend the taught curriculum. Opportunities include extra-curricular clubs, educational visits, residential experiences, careers activities, leadership roles, cultural events, community engagement projects and personal development programmes. The Extra-Curricular Lead promotes activities through assemblies and by distributing a termly enrichment calendar. Participation is actively encouraged through assemblies, tutor time, parent and carer communications, and student leadership groups, with particular attention given to removing barriers to access and encouraging engagement from all student groups. Student, parent/carer and staff feedback is used to shape and develop the offer, ensuring it remains relevant to the needs and interests of the school community. Participation and achievement are monitored, recognised and celebrated, enabling students to reflect on their experiences, develop new skills and contribute positively to the wider Thomas Adams community. Departments support the implementation of the enrichment offer through clubs, events and house competitions. Where possible, older students, including those in the sixth form, are encouraged to take leadership roles within enrichment activities.

## 7. Inclusion and Equality

The school will actively monitor the participation of disadvantaged pupils, pupils with SEND and other vulnerable groups and, where possible, encourage underrepresented students to engage in extra-curricular activities. Barriers to participation will be identified and reduced wherever possible so that enrichment remains accessible to all.

## 8. Monitoring, Evaluation and Quality Assurance

The programme will be reviewed annually through participation data, student voice, parental feedback, staff feedback and benchmark self-assessment. Findings will inform development planning and continuous improvement. Progress and impact will be measured through termly surveys and participation data, enabling the school to evaluate how enrichment contributes to students' personal development and wider outcomes.

## 9. Review

This policy will be reviewed annually as part of the school's Personal Development and Enrichment quality assurance cycle.

# Appendix 1

Extra Curricular Activities and their targeted factor

| Civic Engagement | Arts and Culture | Nature, Outdoors and adventure | Sports and Physical Activities | Developing wider life and future skills |
|---|---|---|---|---|
| School Council (All students) | Peripatetic music lessons | Outdoor learning Science lessons | PE Lessons (All students) | Careers Assemblies |
| Head student positions | Music Lessons (All Students) | PE Lessons | House Challenges | Careers Fair |
| House Captains | Drama Lessons (All students) | Break/Lunchtime | Olympic Days (Years 7 – 10) | Enterprise challenges, Years 7 - 9 |
| Duke of Edinburgh Volunteering requirement | Art Lessons (All Students) | Thomas Adams Afternoon Tea Event (Years 7 – 9) | Sporting clubs (List all) | PSHE/RSHE Lessons (All Years) |
| Prefects | Theatre Trips (Drama GCSE & A Level Students) | Geography lesson exploring Wem (Year 7) | Volleyball club | Fundraising Activities |

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| Sixth form fundraising | History lessons that examine culture (GCSE students) | Duke of Edinburgh | Trampolining club | Work Experience (Years 10&12) |
| General fundraising | School production (open to all) | Arthog Trip (Year 7) | Football girls and boys | Coding Club |
| | Calverhall Music residential | Ski Trip (Years 8&9) | Basketball Club | Tea-riffic Maths Club |
| | String musician club | Camps International Biannual trips | Handball Club | Board Games Club |
| | Creative Corner Craft Club | Equestrian Club | Roller skating club | Warhammer Club |
| | Calligraphy Club | Adams Aware Club | Netball Club | Dungeons and Dragons Club |
| | Orchestra Club | | Rugby Club | Shoebox Appeal support |
| | Christian Union Club | | Badminton Club | |
| | Religion, Philosophy and Ethics club | | | |
| | ADJAZZ Club | | | |
| | Choir Club | | | |
| | Guitar Ensemble | | | |
| | Young Photographer Competition – Rotary | | | |