




Preparing young people for adult life, work and further study



- 
- A background image showing a group of young people, likely students, at an outdoor event or workshop. They are wearing green lanyards with 'STUDENT' written on them. One student in the foreground is smiling and holding a red funnel. Another student on the right is wearing glasses and a blue t-shirt with 'SuperDry' and '目娱乐节今日' (Today's Entertainment Festival) printed on it. The text is overlaid on a semi-transparent grey box.
- What does enrichment look like and how does this support students in their readiness for adult life?
  - How do we promote Fundamental British Values and Equality and Diversity?
  - How do we develop student understanding of the world of work?
  - How do we develop the skills and qualities students need for adult life, work and further study?
  - How were these issues explored by Ofsted during inspection?

*What do you feel your school / college does very well in relation to this workshop's focus?*

*What do you feel your school / college could improve in relation to this workshop's focus?*

*Is there anything specific that you're particularly keen to find out more about?*

# Introductory Reflections



# Introductions



# Subject, super and extra curricular

2 year subject enrichment timetable for all subjects and qualifications

Enrichment Activities - Progression			Enrichment Activities - Enhanced subject		
HE provider	Apprenticeship Provider	Employer/ Business	Trip/Visit	Visiting Speaker	Competitions and Projects

Ofsted were really interested in this!

What does enrichment look like and how does this support students in their readiness for adult life?

**Subject Enrichment 2 Year Plan:**  
**Business Studies**

	Enrichment Activities - Progression			Enrichment Activities - Enhanced subject		
	HE provider	Apprenticeship Provider	Employer/ Business	Trip/Visit	Visiting Speaker	Competitions and Projects
Y12 - Autumn				Mini Factory - review Business environment and HR. <b>A Level and BTEC</b>		<b>Stock Investor Competition - Students to trade £100,000 virtually through ifs. A LEVEL AND BTEC</b>
Y12 - Spring	SHU enterprise visit - April 2022 HeppSY		International Women's Day Q&A	University of Lincoln marketing talk - BTEC University of Lincoln - Logistics talk A Level	Bank of England (Combines with Economics). A Level only	BASE Accounting Competition
Y12 - Summer			PriceWaterHouse Cooper - Graduate Programme talk. <b>A Level and BTEC</b>	Amazon Warehouse - review operations and inventory control. A LEVEL AND BTEC - Covid 19 restrictions not allowing tours to go ahead.		
Y13 - Autumn	Sheffield University (multiple weeks) - Expectations of studying Business. A Level and BTEC			Cadbury World Visit - Review marketing and production methods. A Level and BTEC - delayed due to covid-19 restrictions		<b>Stock Investor Competition - Students to trade £100,000 virtually through ifs. A LEVEL AND BTEC</b>
y13 - Spring	SHU enterprise visit - April 2022 HeppSY			University of Lincoln - Strategic YOU March 2022	Consultancy firm - experience for Unit 15 BTEC Business	
Y 13 - Summer				Tutor 2 U Grade Booster workshop - A Level only		

**Enrichment plan example**

## Subject Enrichment 2 Year Plan:

### Criminology

	Enrichment Activities - Progression			Enrichment Activities - Enhanced subject		
	HE provider	Apprenticeship Provider	Employer/ Business	Trip/Visit	Visiting Speaker	Competitions and Projects
Y12 - Autumn	Leeds Beckett university - Criminology talk		Talk regarding working in a prison service	Visit to magistrates court	Talk from a police officer - day to day activities, routes into the career.	Police investigation - from crime scene to courtroom
Y12 - Spring	23rd March - lincoln university trip	Law Society Talks - Apprenticeship routes available in Law	Crime scene Investigator talk - skills needed for job. routes into the career etc			Inside the mind of a serial killer
Y12 - Summer					Charity speakers	
Y13 - Autumn	Leeds Beckett university - Criminology talk		Talk regarding working in a prison service		Talk from a police officer - day to day activities, routes into the career.	Police investigation - from crime scene to courtroom
y13 - Spring		Law Society Talks - Apprenticeship routes available in Law	Crime scene Investigator talk - skills needed for job. routes into the career etc	Visit to magistrates court		Inside the mind of a serial killer
Y 13 - Summer					Charity speakers	

# Enrichment plan example



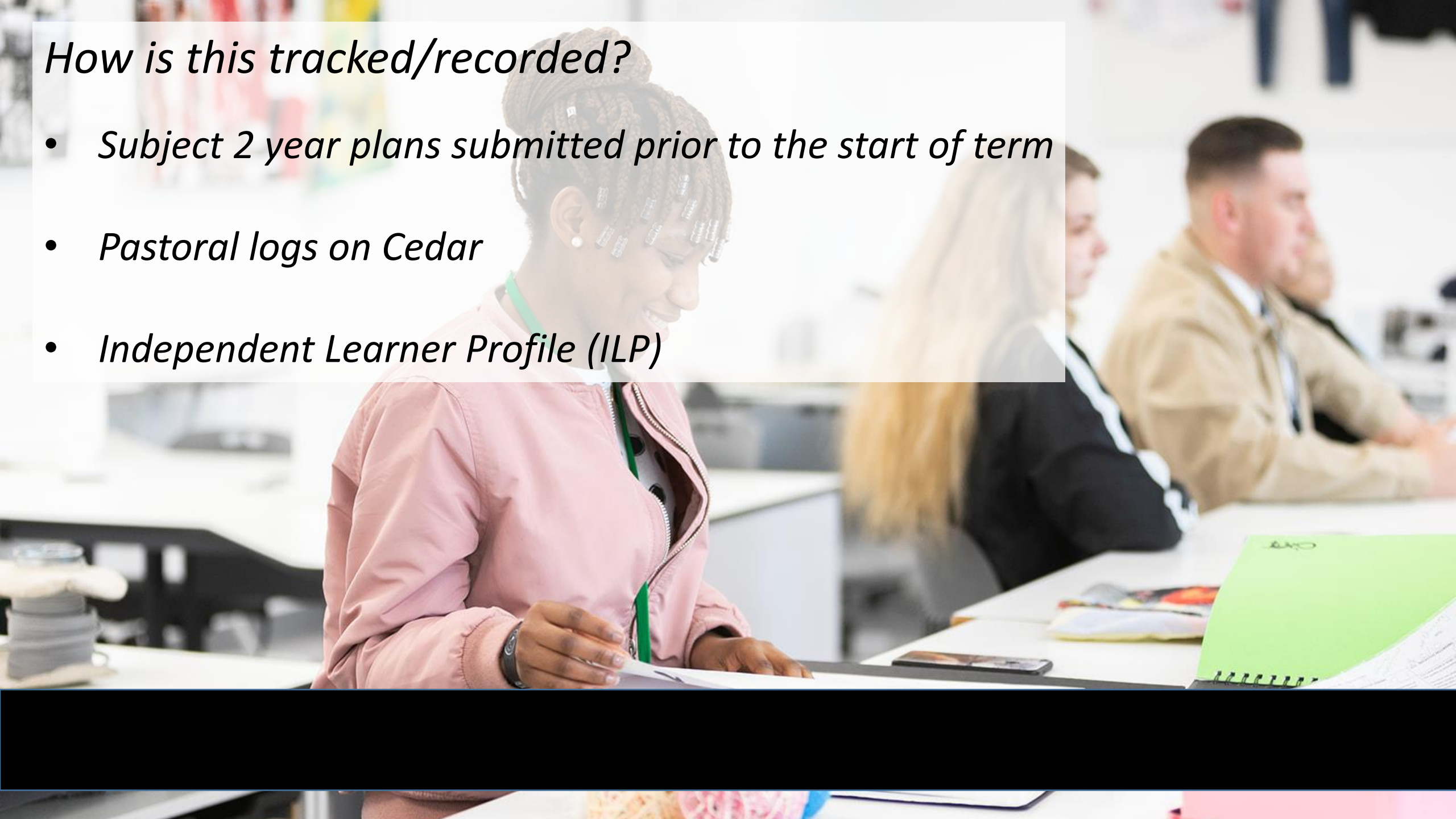
**Subject Enrichment 2 Year Plan:**  
**Public Services**

	Enrichment Activities - Progression			Enrichment Activities - Enhanced subject		
	HE provider	Apprenticeship Provider	Employer/ Business	Trip/Visit	Visiting Speaker	Competitions and Projects
Y12 - Autumn	Sheffield Hallam University Visit			West Yorkshire Police Scenario Training	Army Careers Talk	Physical Preparation Fitness Competition
Y12 - Spring	Lincoln University Visit	South Yorkshire Police Talk		Lindholme Prison	South Yorkshire Police Talk	
Y12 - Summer	Leeds Beckett University Visit			West Yorkshire Police Riot Training	Fire Service Talk	NCS Community Project
Y13 - Autumn	Visit to Leeds Beckett University	Careers talks from Army, Police, RAF and Fire - Service		West Yorkshire Police Scenario Training	Army Careers Talk	
Y13 - Spring	Lincoln University Visit			Army Residential		Kingswood Residential Competitions
Y13 - Summer						

**Enrichment plan example**

## *How is this tracked/recorded?*

- *Subject 2 year plans submitted prior to the start of term*
- *Pastoral logs on Cedar*
- *Independent Learner Profile (ILP)*





# #THATSENRICHMENT

For the 2021/22 academic year we are offering 75 extra curricular activities. These activities are a great way to meet new friends, develop essential life long skills as well as being fun. Sessions can range from a half a term to a whole year. Keep an eye out for more activities throughout the year, if you would like to suggest your own activity to run please contact Scott Faulkner or Sharon West

 new college  
Doncaster



To find out more about our activities scan below



SIGN UP  
HERE

## AUTUMN 1 SEPTEMBER ONWARD

- Amnesty International - Catherine McCullagh
- Battle of the Bands - Andrew Narburn
- Business Enterprise - Rachel Bagshaw and Business team
- Chess Club - Simon Pain
- Chat Chat Lunch - Kirstenley Goodwin
- Christian Union - Suzie Halfway
- Coffee Club - Helen Bell & Gilliekin
- College Choir - Andrew Narburn
- College Magazine - (lead across the trust) Andy Hill / Scott Faulkner
- Couch to 5k / Running Group - Alex Sorby
- Community Agricultural Group - Alex Sorby
- Creative Writing - Amanda Walker
- Dance club - Gemma McArthur
- Digital Resources Workshop - Sara Thomas
- Driving theory preparation for the test (to repeat in Spring 2) - Leanne Carter
- Duke of Edinburgh - Dean Watson
- Fitness club - Ross McDevaney
- Forestry school - Sonya Houghton
- Fundraising Group - Student Exec
- German - Must be to GCSE standard - Suzie Halfway
- Hand knitting - Karen Gibson
- Handicrafts - Ruth O'Sullivan & Jo Fisher
- Italian for beginners - Suzie Halfway
- Jazz and Wind Instruments - Andrew Narburn
- LGBTQ+ society - Louise Sparshatt
- Mocking society - Louise Sparshatt
- Multilingualists - Jo West
- NCD Pool league - Nigel Hopkinson
- Personal Statement workshops - (Y13 this term) Debbie Briggs
- Premier league fantasy football - Marc Sugars
- Recreational Sports: Badminton - Andy Hill / Sports Leaders
- Recreational Sports: Football - Johnny Woodcock / Sports Leaders
- Recreational Sports: Netball - Johnny Woodcock / Sports Leaders
- Recreational Sports: Rugby - Johnny Woodcock / Sports Leaders
- Relaxation techniques & Yoga to overcome anxiety - Laura Burn
- Singing for everyone - Andrew Narburn
- Small instrumental group - Andrew Narburn
- Sports ambassadors - Chris Davies
- Sports Leadership Awards - Sports team
- Talented Athlete Programme - Dean Watson
- The Dream, Green, Eco team - Hayley Maxwell
- Volunteering - Sharon West
- World Challenge - Shih Ruz

The dates listed are for guidance only, program launch dates may change. Up-to-date activities can be found on Mar 2022 Terms - 2 College Announcements

## AUTUMN 2 AFTER OCTOBER HALF-TERM

- BASE Accounting - Hannah Hammond
- Basicmaths for Uni - Bev O'Sullivan / Alexandra Conway
- Biological Sciences Club - Ruth Tyler
- Games Design - Character Fundamentals - Mike James
- Going beyond the curriculum: Medical Science - Alex Sorby
- Going beyond the curriculum: Computer Science - Mark Liberton
- Going Beyond the Curriculum: English - Carl Boyle
- Going Beyond the Curriculum: Sociology - Debbie Briggs
- Missing Maps - Jeanette Shipley
- NHS Vokes (will repeat again) - Hannah Hammond
- Physics Challenge - Physics Olympiad - Alex Sorby
- Physics Investigation - From online to court Leona Taylor
- Police Inspector - Scott Faulkner
- Student Investor - Scott Faulkner
- Visual Arts - Portfolio Boosters - VA team

## SPRING 1 AFTER CHRISTMAS

- B-Friend - Jade Piggott
- Going beyond the curriculum: Accounting - Hannah Hammond
- Going beyond the curriculum: Business Studies - Rachelle Bagshaw
- Going beyond the curriculum: Economics - Sue Kellett
- Going beyond the curriculum: History - Nicola Cox
- Going beyond the curriculum: Maths - Rajda Dugan
- Inside the mind of a serial killer - Rebecca Prescott-Hall
- Psychology Film Club - Rebecca Prescott-Hall
- Reading Group - Sara Thomas
- Recreational Sports: Indoor Cricket - Marc Sugars
- Recreational Sports: Dodgeball - Sports Leaders
- Recreational Sports: Volleyball - Sports Leaders
- Research Skills (Essential for EPQ) - Jeanette Shipley
- 5 Mathematical Curiosities - Brandon Fletcher

## SPRING 2 AFTER FEBRUARY HALF-TERM

- Aspirational Careers - (specific roles to follow) - Angela Dean
- Money management for university - Hannah Hammond
- Visual Arts - Creative freelancing and Business 101 - VA team

## SUMMER 1 AFTER EASTER

- Personal Statement writing (Y12) - Debbie Briggs
- Recreational Sports: rounders - Sports leaders
- Recreational Sports: Soft ball - Sports leaders
- Recreational Sports: Ultimate Frisbee - sports leaders
- Visual Arts: Degree and further options for creative subjects - Visual Arts Team

- Wednesday afternoon timetabled session
- Delivered by staff

Extra and super curricular

# Excel@NCD

## STUDY SKILLS



### Study Cycle

Preview  
Attend  
Review  
Study  
Assess



### Metacognition

Current, preview, review  
Retrieval practice  
Spaced learning  
Deeper thinking



### Wider curriculum

Academic literacy  
Wider reading  
Recent developments  
Subjects in the news  
Subject specific enrichment

## ENRICHMENT



### Extra-curricular activities

Clubs and societies  
Health and wellbeing  
Leadership and life experiences  
Sport  
Charity work  
Volunteering



### Subject specific enrichment

Trips and visits  
Guest speakers  
Competitions  
Events  
Read, Watch, Do



### Careers and progression activities

University  
Apprenticeships  
Employers

## CHARACTER BUILDING



### College values

Care  
Challenge  
Candour  
Commitment  
Collaboration



### Fundamental British Values

Democracy  
Rule of law  
Tolerance  
Individual liberty  
Mutual respect



### OPTIC

Organisation  
Problem solving  
Team work  
Initiative  
Communication

## CAREERS



### Advice

Open Events  
Interview and enrolment  
Progress Tutors  
Subject teachers  
University of Hull drop ins  
Study Support



### Activities


Careers and HE Day  
Apprenticeship Week  
Careers enrichment  
Work experience  
Raising Aspirations  
Parental engagement



### Next steps

UCAS tutorials  
Careers tutorials  
Universities and employers  
Guest speakers  
Visits



A photograph of a male teacher with glasses and a female student with long red hair and glasses in a library. The teacher is on the left, seen from the back, holding a piece of paper. The student is on the right, looking at the paper. Bookshelves filled with books are in the background.

What are the five Fundamental British Values? Do your staff have a good understanding?

What does your setting do to promote FBV?

What expectations do you have of students with regards to understanding and demonstrating E&D?

How do we promote Fundamental British Values and Equality and Diversity?

<b>Cultural Diversity &amp; Faith Week *</b> (Trust)	w/c 16 January	To increase awareness, understanding and celebrate different cultures and faiths.
<b>Chinese New Year</b>	22 January	Celebration of new year, according to lunar calendar, by three major Chinese faiths. Year of the Rabbit 2023.  Food Service to do a menu offering to celebrate this.
<b>Holocaust Memorial Day</b>	27 January ✂️	Marks the anniversary of the liberation of Auschwitz-Birkenau in Poland.
<b>World Hijab Day *</b>	1 February ✂️	Better awareness and understanding.
<b>Well-Being Week *</b> (Trust)	w/c 6 February	<b>Staff Health Screen (HR)</b> <b>Students Council Involved</b> <b>Fundraising Event - Dress Down Day</b>
<b>World Book Day</b>	2 March	A day to celebrate the joys of books and reading – pictures of staff holding their favourite book!
<b>International Women's Day *</b>	8 March ✂️	<b>Lead by SLT at each site</b>
<b>Red Nose Day / Sport Relief / Comic Relief *</b>	17 March TBC	<b>Students Council Lead Event</b> <b>Fundraising Event for Sports Relief</b>
<b>Ramadan *</b>	22 March	30-day period when Muslims do not eat between the rising and setting of the sun.  <b>Lead by SLT at each site</b>
<b>Democracy Week *</b> (Trust)	w/c 27 March	<b>Students Council Lead Event</b> Incorporating student elections

## E&D calendar

## E&D committee – student and staff

### What can you/we do?

- Make sure your classroom is a safe space where students can discuss ideas and controversial issues freely and openly
- Providing skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments
- **Promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs**



- Which values do students associate with your subject?
- Which values are demonstrated and practiced in your classroom?
- Can students confidently talk about a value in your subject?
- Have you got the values displayed?

## Staff CPD and training

How do we promote Fundamental British Values and Equality and Diversity?



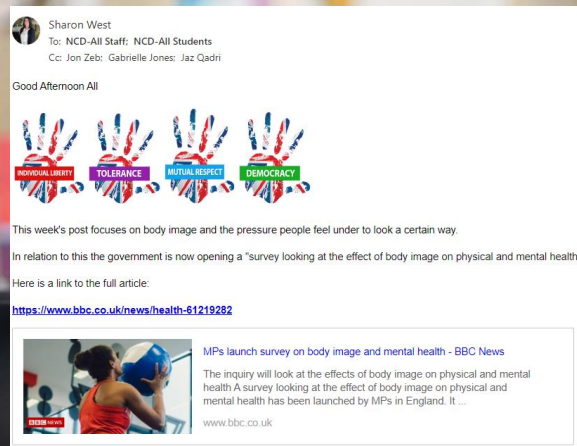
Name: \_\_\_\_\_ Subject: \_\_\_\_\_

**FUNDAMENTAL BRITISH VALUES** ...in the curriculum

	Opportunities in the course to explore and discuss
<b>INDIVIDUAL LIBERTY</b>	
<b>MUTUAL RESPECT</b>	
<b>TOLERANCE</b>	
<b>RULE OF LAW</b>	
<b>DEMOCRACY</b>	
<b>EQUALITY &amp; DIVERSITY</b>	

FBV and E&D is identified in every subject area

Subject teachers discuss where the values fit into topic area with in the specification and/or behaviours and values in the classroom

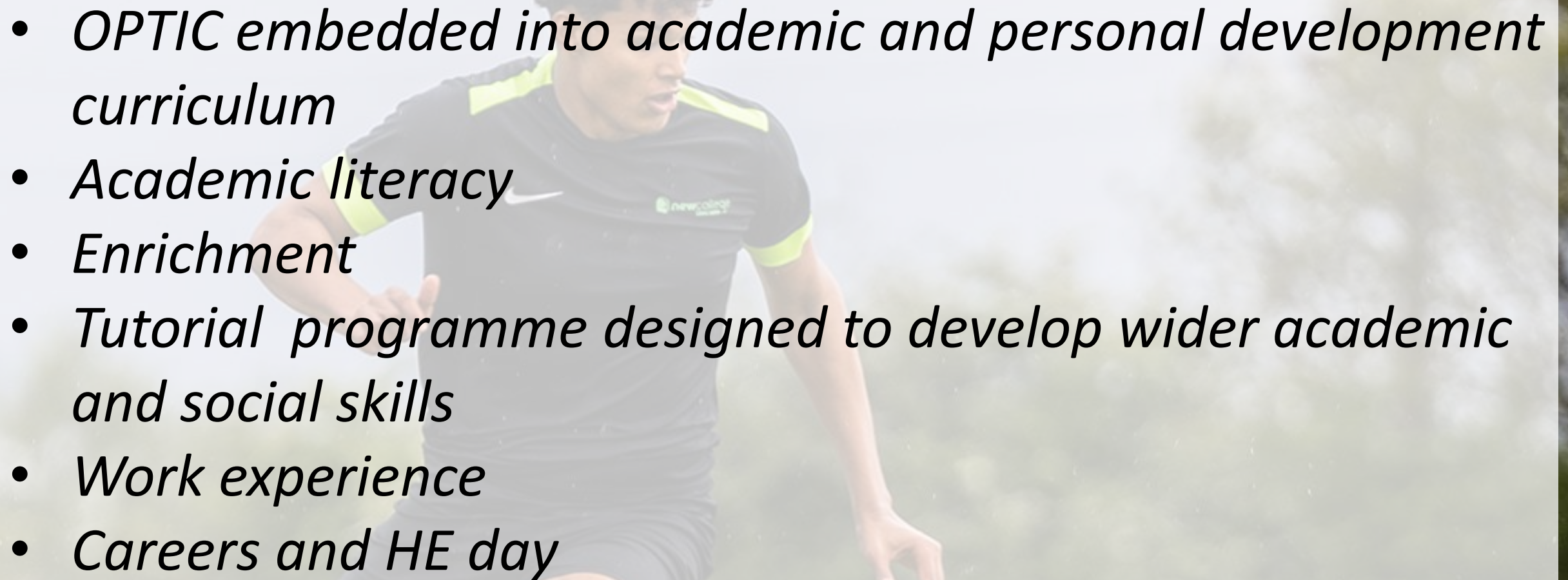


FBV in the news – half termly email/communication with students and staff



Each value is listed on the student lanyards

# How do we promote Fundamental British Values and Equality and Diversity?

- 
- A young man with dark curly hair is running on a grassy field. He is wearing a black short-sleeved shirt with yellow accents on the shoulders and sleeves, and black shorts. The background is a blurred green field with trees in the distance.
- *OPTIC embedded into academic and personal development curriculum*
  - *Academic literacy*
  - *Enrichment*
  - *Tutorial programme designed to develop wider academic and social skills*
  - *Work experience*
  - *Careers and HE day*

How do we develop the skills and qualities students need for adult life, work and further study?



- 
- A background image showing a group of students in a library or study hall. A young man in the center is looking towards the right, wearing a grey hoodie and a green lanyard. Other students are visible in the foreground and background, some sitting at tables. There are bookshelves filled with books in the background.
- *College standards and expectations*
  - *OPTIC*
  - *Work experience opportunities*
  - *Industry enrichment/Visiting speakers*
  - *Careers and HE day*
  - *Tutorial programme*

• How do we develop student understanding of the world of work?



*These were identified in Lead Inspector's letter to inspection team at the start of inspection*

### **Careers and Progression**

Quality of careers provision for students not progressing to HE  
Progress made in increasing engagement with work experience

### **Personal Development**

Embedding of Fundamental British Values  
The college's approach towards reporting of sexual harassment and the promotion of healthy relationships

### **Enrichment**

Although referenced in the introduction letter, not specifically given as a focus for inspectors

*These things were mentioned on our Quality Improvement Plan as areas of focus in 2021/22!*

How were these issues explored by Ofsted during inspection?



A person is standing in a classroom, wearing a dark blue t-shirt with a red 'Super Dry' logo and a green lanyard. They are also wearing a name tag that says 'new', 'Joel Isaac', and 'Gooderham'. The background is a blurred classroom with various items on shelves and a whiteboard.

## Careers and Progression

How many of your students in this subject go to university?

How many of your students go on to study your subject at university?

How many of your students go on to employment or apprenticeships?

How we support students not intending to progress to HE?

How do you support students with your next steps?

## Personal Development

How do you get students ready for their next steps?

## Enrichment

Do your students take part in any competitions or activities that go beyond their studies?

# Questions for teachers and middle leaders

## **Subject staff were able to confidently....**

... talk about the proportion of students that went to HE and employment / apprenticeships, the proportion of the cohort that studied their course (or related courses) at university.

... talk about the visiting speakers and trips they'd taken students on (or were planning to), activities they've done around OPTIC skills, support with personal statements.

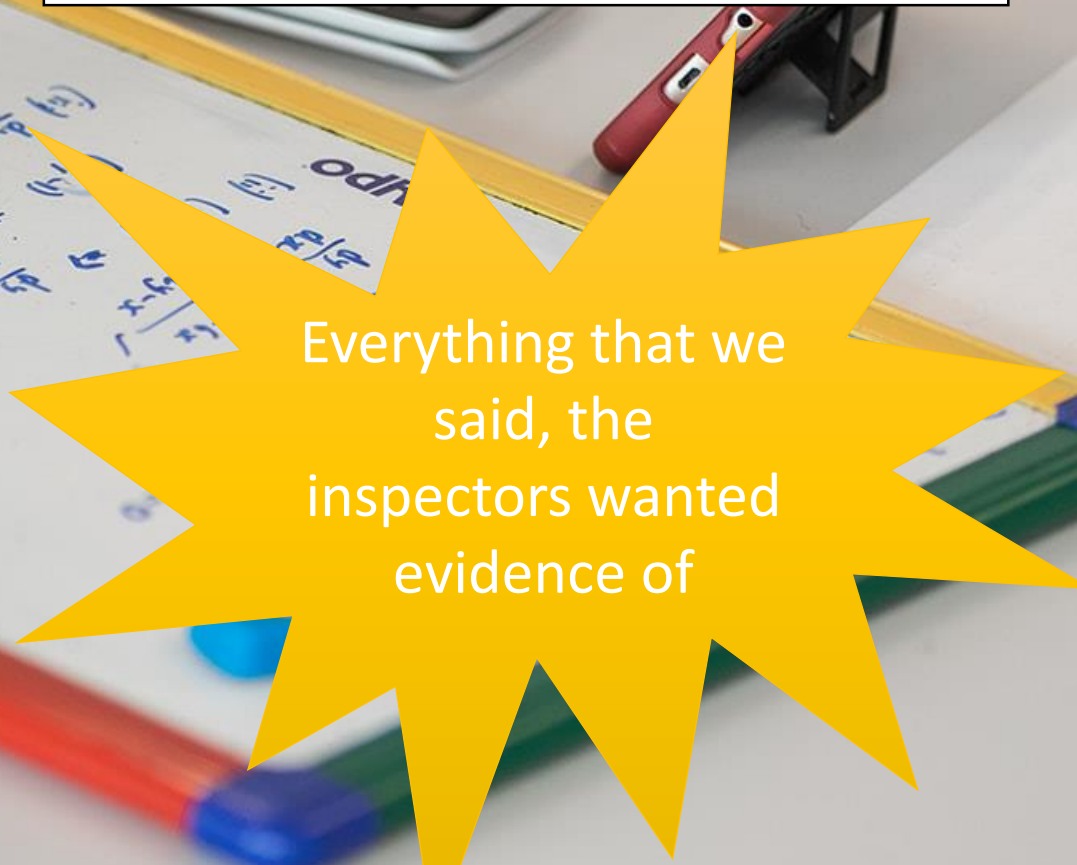
... talk about the above and how they ask students to record work as if they were an industry professional.

... discuss the use of the study cycle and how this prepared students for future study and retaining information long term

... discuss their plans through the use of the subject two year enrichment plan

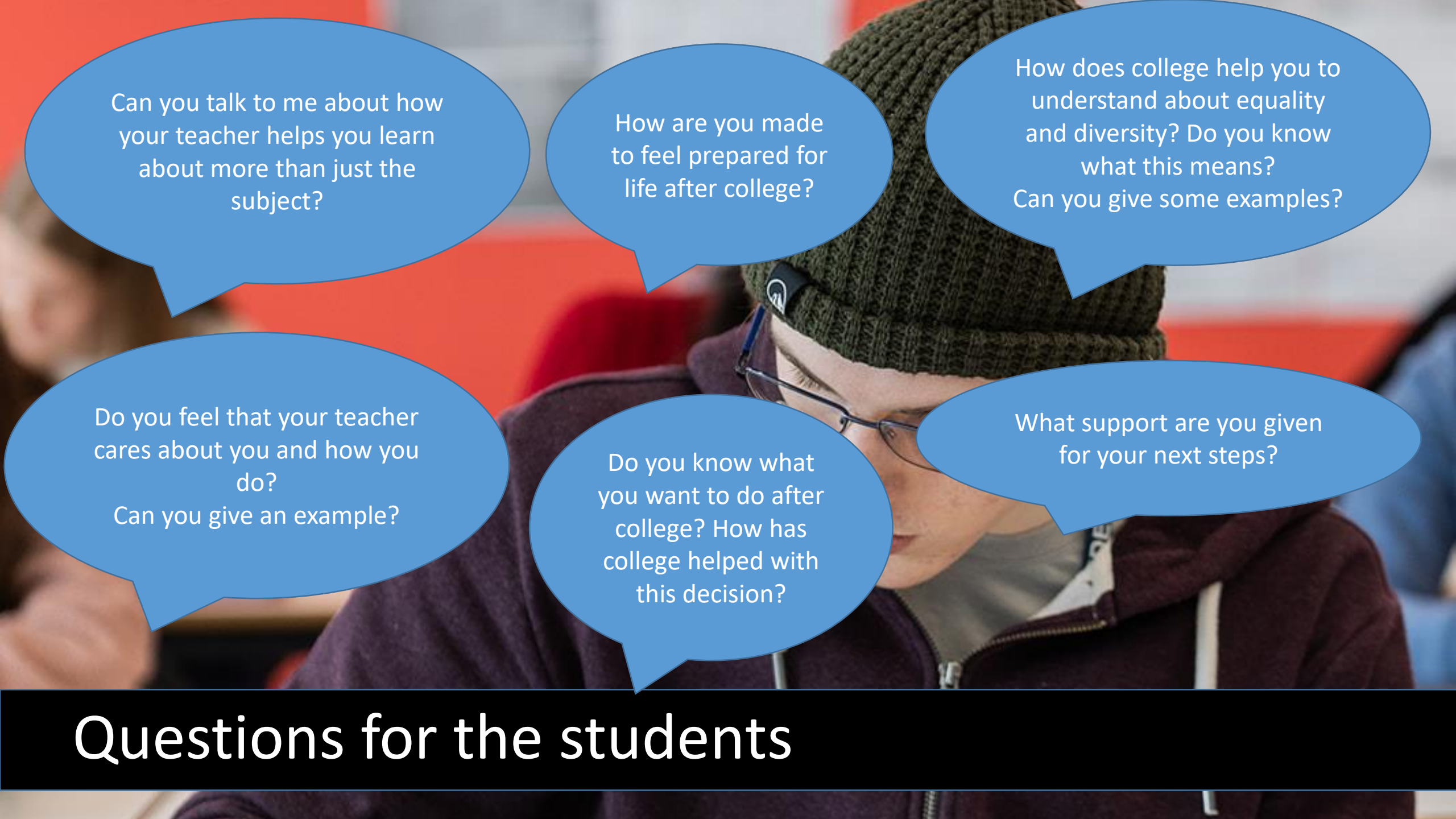
## **Middle leaders were able to confidently....**

...talk about how their subject areas implemented activities to support progression, further study skills and enrichment



Everything that we  
said, the  
inspectors wanted  
evidence of





Can you talk to me about how your teacher helps you learn about more than just the subject?

How are you made to feel prepared for life after college?

How does college help you to understand about equality and diversity? Do you know what this means? Can you give some examples?

Do you feel that your teacher cares about you and how you do? Can you give an example?

Do you know what you want to do after college? How has college helped with this decision?

What support are you given for your next steps?

# Questions for the students

## Careers and Progression

- Copy of relevant pages from SAR
  - 2021 Destinations
  - Our approach to careers, employability and preparation for next steps
  - Proportion of students who had engaged in physical (very small) and virtual work experience
  - Proportion of students who had at least 1, 2 or 3+ industry and/or HE encounters
- Comparison of 2021 Destinations with historical local and national benchmarks
- Summary of LEP priorities (Doncaster, Sheffield and Leeds) and where our course offer fits in
- Intended Destinations of Y13
- Summary of support for students not progressing to HE
- Careers Programme

## Personal Development

- Safeguarding headlines figures
- Deep dive areas exploring FBV and sexual harassment in term 1
- Results from SPOC data – both pastoral and academic

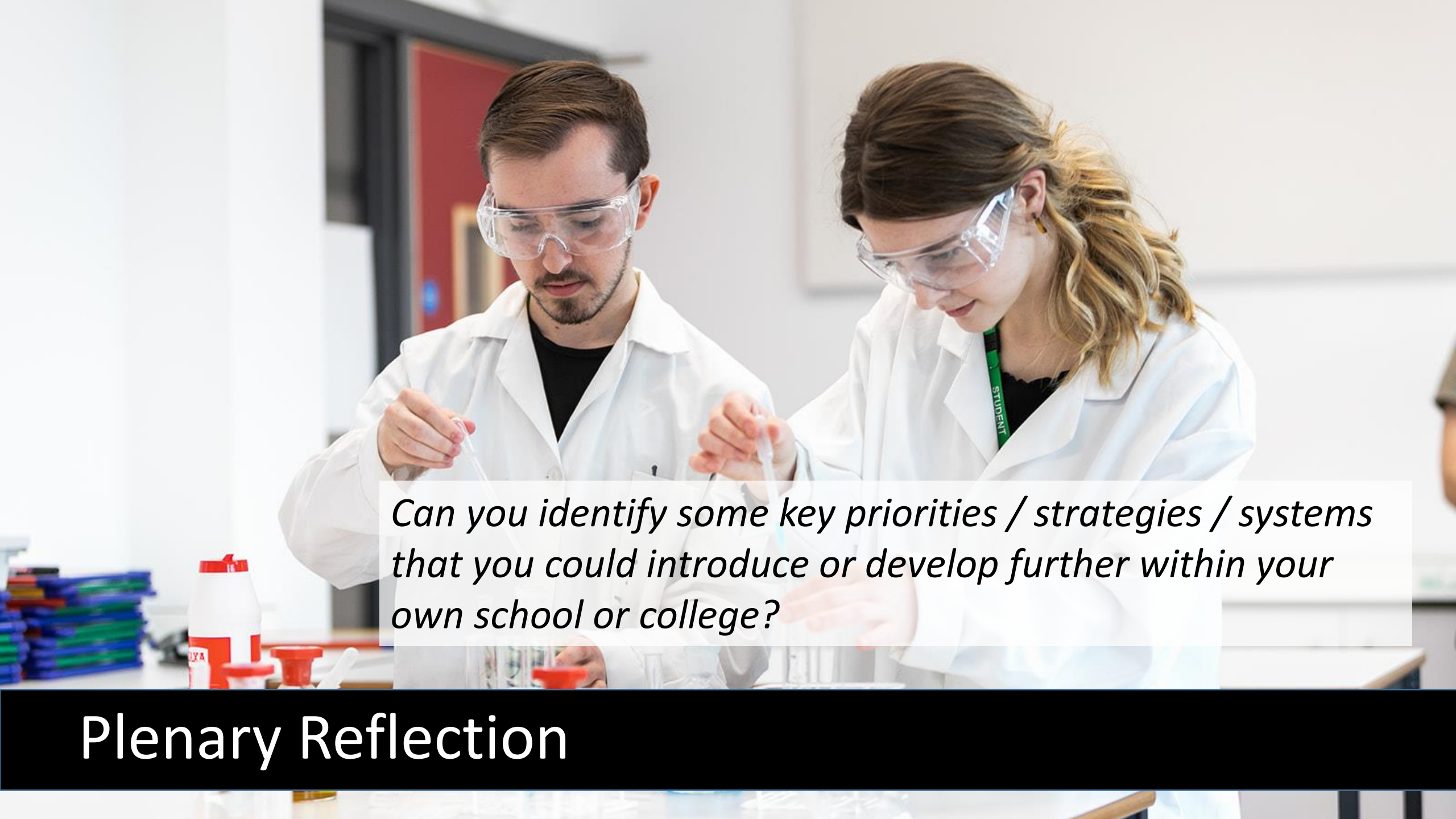
## Enrichment

- Two year subject enrichment plans
- Extra curricular outline of activities across the inspection and plans for the year
- Participation rates from previous years, including by groupings
- Current participation rates across activities

How did we prepare as Senior Leaders – The Ofsted file





A photograph of a male and a female scientist in a laboratory. They are both wearing white lab coats and clear safety goggles. The male scientist is on the left, holding a pipette and looking down at it. The female scientist is on the right, also holding a pipette and looking down at it. They are standing at a lab bench with various equipment, including a red and white container and some blue and green tubes. The background is a blurred laboratory setting.

*Can you identify some key priorities / strategies / systems that you could introduce or develop further within your own school or college?*

## Plenary Reflection

