

To strengthen the breadth, progression and evaluated impact of Post-16 programmes so work-related learning, pathway-specific Preparation for Adulthood and transition planning are tightly matched to each young person's intended adult destination.

Headline evaluation

Current self-evaluation: Strong Standard. Post-16 provision is transformational because personalised academic, vocational and Preparation for Adulthood pathways increase students' independence, qualifications, employability and access to meaningful future destinations.

Lead responsibility: Charlotte Calcutt

Challenges & Context

- Post-16 operates across the main site and Appleby Centre, with different but equally ambitious Engagement, Core and Extended programmes.
- Appleby provides a distinct transition environment for appropriate Extended and Core learners; Engagement and some more complex Core pupils remain on the main site because they need more intensive therapeutic, sensory and communication-rich provision.
- Work-related learning, café/catering, enterprise, horticulture and community participation are expanding and now require coherent progression and outcome evaluation.

Why this matters

The implementation plan shows a clear line of sight from context and identified barriers to action, evidence, intended impact and next steps. It builds on securely embedded strengths while concentrating improvement activity on the refinements identified through the September 2026 SEF and Year 5 Horizon.

Intent

Priority intent	2026-27 statement
Individual study programmes	Maintain coherent 16-19 programmes combining qualifications/accreditation, English/maths where relevant, WRLE, RSHE/PfA and wider activity.
Pathway-specific PfA	Embed functional daily living, communication, health, employment, community participation and independence appropriately across pathways.
Authentic vocational learning	Broaden real-world environments and employer/community partnerships linked to intended destinations.
Assessment and tracking	Align PfA, WRLE, EHCP/PLIM and Compass+ evidence to demonstrate progression and equity.
Transition and destinations	Sharpen planning from Year 9 onward across pathways/sites and into FE, employment, supported provision or adult services.

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Whole-School Post-16 Priorities

Priority	Actions	Leads	Impact / evidence of success
1. Work-related learning progression	Extend employer/community partnerships and authentic environments including café, catering, enterprise and horticulture.	Post-16 / Careers Leads	Students show increasing responsibility, employability, independence and aspiration in real contexts.
2. Pathway-specific PfA	Embed and refine PfA curriculum across Engagement, Core and Extended, matched to EHCP outcomes and intended adult life.	Post-16 / Pathway Leads	Functional and independence skills are increasingly applied beyond lessons and tracked from starting points.
3. Tracking and evaluation	Align PfA/WRLE tracking, EHCP/PLIM evidence and Compass+; evaluate participation and equity by pathway.	Post-16 / Assessment Leads	Leaders can demonstrate progression, gaps and sustained impact without fragmented evidence systems.
4. Transition planning	Strengthen Year 9+ planning, movement between main site/Appleby and onward destinations through family and multi-agency work.	Post-16 Lead / Phase Leads	Transitions are timely, understood and better matched to pupils' strengths, support needs and aspirations.
5. Careers and labour-market understanding	Implement Strategic Careers Plan actions on learner perception, LMI, curriculum-careers links, personal guidance and employer encounters.	Careers Lead / Governors	Students understand future options appropriately and programmes are increasingly connected to realistic but ambitious destinations.

Implementation approach

- Use the SEF, Year 5 Horizon, relevant strategy documents, pupil-level evidence and external quality assurance as one coherent improvement cycle.
- Review implementation half-termly and impact termly; adapt actions when evidence shows a different barrier, stronger approach or unnecessary workload.
- Triangulate quantitative trends with learning evidence, therapy, pupil/family voice, case sampling and external challenge rather than relying on headline measures alone.
- Keep improvement activity proportionate: securely embedded practice remains normal business while leadership attention is concentrated on the priorities above.

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Evidence Base and Monitoring Cycle

Evidence strand	Examples of evidence to hold/review
Core evidence	Annual 16-19 study programme audit; PfA and WRLE tracking; Compass+ and careers records; Qualification/accreditation outcomes; Employer/student/family feedback; Destination follow-up and transition case sampling
Operational review	Half-termly lead review of implementation, barriers, workload and emerging pupil need.
Strategic evaluation	Termly SLT/governor review of impact, typicality, vulnerable groups and whether actions require adaptation.
External assurance	SIP, governor and relevant external/partner quality assurance used to test leaders' evaluation and avoid inward-looking judgements.
Annual evaluation	Update SEF and implementation plan; identify what is securely embedded, what remains variable and what should carry into the next strategic cycle.

Termly Review Questions

- Does each student's programme clearly reflect their starting point and intended adult destination?
- Are vocational experiences progressive rather than isolated activities?
- Is Appleby used on assessed need and curriculum suitability rather than age/pathway label alone?
- Are positive destinations sustained and what does follow-up tell us to improve?

Expected Impact by July 2027

Post-16 moves from strong towards exceptional through clearer progression, authentic vocational learning and stronger longitudinal evidence. Students are increasingly independent, employable and well prepared for sustainable next steps matched to their individual aspirations and needs.

2026 Ofsted Toolkit Alignment

This plan is written to align with the September 2026 state-funded school inspection toolkit and Cleaswell Hill's evidence-led improvement cycle. It emphasises typicality, sustained impact, barriers to learning and/or wellbeing, starting points, stakeholder experience, professional expertise and fair, valid triangulation of evidence.