

Post-16 Learning Walk (MLD/SLD/PMLD provision)

Name of School:

Date of Learning Walk:

Carried out by:

Suggested model for the learning walk:

1. Spend some time in the classrooms in general observation, using the POST-16 Teaching and Learning checklist
2. Spend time with the lead teacher working through the grids below, noting down evidence sources, agreeing a RAG rating related to Ofsted categories (e.g. Blue=outstanding, Green=Good, Yellow=Requires Improvement, Red=Inadequate)
3. For each statement, identify any required actions for improvement
4. This will then provide evidence for writing the annual report on the quality of the Post-16 provision.

Progress & Achievement of POST-16 pupils

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
Taking account of their starting points and special needs, the proportion of POST-16 pupils making and exceeding expected progress in their learning targets is high			
POST-16 Pupils develop and apply a wide range of skills to great effect, particularly in key literacy, numeracy and communication skills. They are exceptionally well prepared for transition their next phase of learning or training.			
POST-16 Pupils acquire knowledge quickly and develop their understanding rapidly across a well-balanced and appropriate curriculum			
The quality of work and progress of these pupils who are disabled or who have special educational needs in achieving appropriate Post-16 qualifications show that they achieve exceptionally well.			

Teaching & Learning of POST-16 pupils:

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
<p>Much of the teaching of POST-16 pupils is outstanding and never less than consistently good. As a result, almost all POST-16 pupils are making rapid and sustained progress.</p>			
<p>All teachers have consistently high expectations of POST-16 pupils. They plan and teach lessons that enable pupils to learn exceptionally well and make progress in achieving end of year qualifications</p>			
<p>Teachers systematically and effectively check POST-16 pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</p>			
<p>The teaching of key literacy, numeracy and communication of pupils in the POST-16 provision is highly effective and cohesively planned and implemented.</p>			
<p>Teachers and other adults in the POST-16 provision generate high levels of engagement and commitment to learning.</p>			
<p>Consistently high quality on-going assessment, and constructive feedback</p>			

<p>from teachers and other adults, ensures that POST-16 pupils make rapid gains.</p>			
<p>Teachers and other adults in the POST-16 provision use well-judged and often inspirational teaching strategies, together with sharply focused and timely support and intervention, which match individual needs accurately. Consequently, POST-16 pupils learn exceptionally well.</p>			

Behaviour and Safety of POST-16 pupils

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
POST-16 pupils' attitudes to learning are exemplary.			
Parents, staff and pupils are unreservedly positive about both behaviour and safety of POST-16 pupils.			
Post-16 pupils' behaviour outside lessons is almost always impeccable. Their pride in the school is shown by their excellent conduct, manners and punctuality.			
Post-16 pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying in all its forms is rare and dealt with highly effectively.			
Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning in the POST-16 provision. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.			
All groups of pupils feel safe in the POST-			

<p>16 provision at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.</p>			
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Leadership & Management of POST-16 provision

Ofsted Descriptor	Evidence	RAG rating	What needs to be improved?
<p>The pursuit of excellence in the POST-16 provision is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for these pupils over a sustained period of time.</p>			
<p>POST-16 leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the provision's performance, and of staff and pupils' skills and attributes.</p>			
<p>The Governing body robustly holds senior leaders to account for the quality of the POST-16 provision</p>			
<p>There is an excellent POST-16 policy statement which ensures that POST-16 pupils experience a high quality POST-16 curriculum.</p>			
<p>POST-16 Leaders focus relentlessly on improving teaching and learning of POST-16 pupils and provide focused professional development for POST-16 staff, especially those that are newly qualified and at an early stage of their</p>			

careers.			
The POST-16 curriculum has a very positive impact on the pupils' behaviour and safety, and contributes very well to their academic achievement and their spiritual, moral, social and cultural development. The curriculum provides vocational opportunities and links to work experience.			
The POST-16 team has highly successful strategies for engaging with parents of POST-16 pupils to the benefit of pupils, including those who find working with the school difficult.			
The POST-16 arrangements for safeguarding pupils and ensuring their Health & Safety meet statutory requirements.			
POST-16 staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.			