

MOVE

Gold Quality Mark Assessment for Lakeside School



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Introduction

Lakeside School is a small community special school for 70 pupils aged 2-19 for pupils with severe learning difficulties, profound and multiple learning difficulties and pupils on the autistic spectrum. Of these 70 pupils, 18 pupils are currently on the MOVE Programme and 4 pupils are on the post-graduate programme. Lakeside School has been using the MOVE Programme since 2009 and was first awarded the MOVE Quality Mark in 2010. In May 2011, the school achieved Centre of Excellence status. Due to a shift in school priorities and a change in MOVE Programme leadership, the school needed to develop new programme processes and achieved the new Silver Quality Mark in 2020. This report details their progress against the Gold Quality Mark criteria and sets out an action plan to achieve Centre of Excellence.

	Centre of Excellence				Gold				Silver				Bronze				
A: Commitment to improve the skills of all members of the team who deliver the MOVE Programme	A1	A2			A3	A4	A5		A6	A7			A8				
B: Effective leadership and strategic planning are in place to ensure full integration, ongoing quality improvement and sustainability of the MOVE Programme within the organisation	B1				B2				B3	B4			B6	B7	B8	B9	
C: Effective, comprehensive procedures are in place for assessments, goal setting and progress reviews	C1				C2	C3	C4		C5	C6	C7		C8	C9	C10		
D: Delivery of the MOVE Programme is fully integrated into curriculum and delivered in all areas of learning	D1				D2				D3	D4			D5	D6	D7	D8	
E: Prompts are used in an effective and safe manner and allows for development of skills	E1				E2				E3	E4	E5		E6	E7			
F: The organisation is a positive ambassador for MOVE and actively promotes MOVE across a range of networks	F1	F2			F3				F4	F5	F6		F7	F8			

A: Commitment to improve the skills of all members of the team who deliver the MOVE Programme

	Key Criteria	Achieved? (Evidence)	Any next steps
A 3 Gold	A variety of CPD approaches are used to maintain and build upon the skills and knowledge needed to deliver the MOVE Programme. Key MOVE personnel attend external CPD opportunities (e.g. MOVE Conference).	Lakeside have combined MOVE and Moving and Handling training, delivered to staff over 2 afternoons. This has helped to be a team approach, can see the beginning and end of children's journeys to raise expectations. Hannah attends MOVE Conferences, webinars and regional network events to enhance CPD.	Practitioner training refreshed in the future.
A 4 Gold	All professionals within the organisation have an understanding of the programme and its benefits (including Senior Leadership Team and Governors).	There is an induction pack for MOVE that includes a PowerPoint, leaflet etc. so that all staff have an awareness of the programme. E.g. why they are in a standing frame. There is a MOVE link governor, Chloe, who has a good knowledge of the programme.	
A 5 Gold	The organisation has at least 2 MOVE Trainers and both have delivered both in-house Practitioner and Senior Practitioner training.	Lakeside has one MOVE Trainer which is suitable for the size of the cohort; but she works closely with the Moving and Handling team, to allow for meaningful discussions and collaborative working. Training has been provided across the school.	
A 6 Silver	All professionals within the organisation have knowledge of the MOVE programme, including SLT and governors e.g. via awareness training.	MOVE in-house training has been delivered virtually throughout the pandemic which has worked well. All staff read through PowerPoint and answered questions. Training is delivered to teams based on needs identified also.	
A 7 Silver	The organisation has at least 1 MOVE Trainer.	Yes – Hannah Scarborough received her MOVE Trainer Training in 2020.	
A 8 Bronze	A core MOVE team is in place with a sufficient number of Practitioners and Senior Practitioners. There are plans in place for further training, including Trainer Training and Awareness Training.	There is a good knowledge of MOVE across the school and there are a good number of practitioners across classes. All staff have a good awareness of MOVE, including governors. Play sessions – individualised learning. Range of opportunities for PMLD students. Class teacher Chloe is the link governor for MOVE.	

B: Effective leadership and strategic planning are in place to ensure full integration, ongoing quality improvement and sustainability of the MOVE Programme within the organisation

	Key Criteria	Achieved? (Evidence)	Any next steps
B 2 Gold	There is an appropriate succession plan in place for the MOVE Coordinator and SLT Sponsor in the event of staff changes.	The SLT and MOVE Coordinator have a good succession plan in place, in which individuals have been identified as good candidates to take over the role should there be any staff changes. This will prevent any loss of provision of MOVE should this ever take place.	
B 3 Gold	The organisation actively plans for when participants move on, either to secondary school, post 16 or adult services.	This was clearly observed during the visit, all students were working on functional skills that would be useful for adult life. The school actively incorporates MOVE Programmes into transition plans and ensures they have all of the equipment that they need.	
B 4 Silver	There is a system in place to collect and analyse data and evidence the impact of the MOVE programme.	Lakeside School use SOLAR to collect progress information on all students on the MOVE Programme, and all staff members working with the student can contribute evidence on this platform.	
B 5 Silver	The organisation's MOVE action plan continues to be developed with goals based on self-evaluation.	The school development plan includes MOVE targets focused on providing functional movement opportunities for all students throughout the school day.	
B 6 Bronze	The organisation has a comprehensive MOVE Policy in place and MOVE is included on the school development plan.	Lakeside School has a MOVE Policy in place which is reviewed annually by the MOVE Coordinator and approved by the governors.	
B 7 Bronze	There is an involvement from Senior Leadership Team and evidence of commitment from governors.	There is a MOVE link governor who is also a class teacher. The senior leadership team are very supportive of the school's MOVE Programme provision which was clearly evidenced in a conversation with the headteacher.	
B 8 Bronze	A MOVE action plan is in place, identifying timescales, resources and time implications. It should be shared with the SLT, governing body and MOVE Europe & can demonstrate short term impact.	An action plan was seen which is in-depth and has SMART goals. This is regularly updated and approved by SLT. The Teaching and Learning committee review MOVE three times a year through their meetings and then report back to the whole governing body at the Full Governing Body meeting.	
B 9 Bronze	The MOVE coordinator has an in-depth knowledge of the MOVE Programme and is providing effective leadership to improve outcomes.	It is clear that Hannah has a very strong understanding of the MOVE Programme, its ethos, and the components of its successful delivery across an organisation. Hannah is well supported by highly skilled Moving and Handling leads that are placed in relevant classes. Hannah has upskilled the team around her well to deliver MOVE daily.	

C: Effective and comprehensive procedures are in place for assessments, goal setting and progress review

	Key Criteria	Achieved? (Evidence)	Any next steps
C 2 Gold	The organisation is involving a wider range of professionals in the assessment, goal setting and progress reviewing processes (VI, HI, MSI, SLT etc).	Parents and carers are included in the equipment review, setting of new targets, EHCP process. All the information is provided ahead of time. Termly meetings usually happen, regular communication and others in the team have taken on responsibility.	
C 3 Gold	Effectiveness of the MOVE Programme is collected and shared with Senior Leadership Team, governors and MOVE Europe annually.	A link governor in place who is also a class teacher. MOVE is discussed at governor's meetings. The SLT review MOVE targets annually within the EHCP process and also track progress through other formal and informal methods.	
C 4 Gold	Progress is reviewed as part of an ongoing assessment cycle. Effective record keeping is in place, resulting in a revised individualised learning plan as progress is made. Progress of MOVE Graduates is maintained and monitored.	MOVE Graduates are monitored regularly. Those that graduate from MOVE go onto functional movement programmes and functional movement sessions are incorporated into learning. PE sessions have been developed that incorporate functional movement.	
C 5 Silver	There is a system in place to regularly review MOVE goals.	MOVE goals are incorporated into individual EHCPs which ensures they are regularly reviewed in line with the school's processes. SOLAR is also reviewed every half term.	
C 6 Silver	MOVE Assessment Profiles have been completed for all relevant candidates, are being completed by a few staff members and monitored by the MOVE Coordinator	See C10. MOVE Programmes are produced collaboratively and progress is tracked by class teachers and the MOVE Coordinator.	
C 7 Silver	The organisation can demonstrate progress on an individual basis for those accessing the programme.	SOLAR effectively displays progress on an individual level and goals are incorporated into EHCPs.	
C 8 Bronze	Parent(s)/carer(s) and multi-agency professionals are part of the assessment, goal setting and ongoing review of the programme approach.	Parents and other professionals are actively involved in the MOVE Programme approach and parents discuss and create goals. Home targets are also included to ensure MOVE happens at home. The physiotherapy team are very supportive of the programme and have requested MOVE training.	Deliver training for school physiotherapists in line with MOVE Europe processes.
C 9 Bronze	There is a plan in place, with a realistic timescale, to ensure all candidates for MOVE are placed on the programme.	See C10.	
C 10 Bronze	MOVE Assessment Profiles have been completed for some individuals and each has relevant goals set by themselves and/or their family.	Every eligible student is on the MOVE Programme. Some students whose abilities are above the MOVE Programme parameters are also on functional skills programmes which utilise the MOVE ethos.	

D: Delivery of the MOVE Programme is fully integrated into the curriculum and is delivered in all areas of learning

	Key Criteria	Achieved? (Evidence)	Any next steps
D 2 Gold	The MOVE Programme is being delivered to a very high standard for all candidates within the organisation, including participants who have graduated the programme. A variety of individualised teaching and learning strategies for the programme can be evidenced.	The MOVE Programme truly is embedded across Lakeside School and each programme is made bespoke for each individual. Functional skills programmes are developed for those for whom MOVE is not entirely appropriate, but these utilise the MOVE ethos very well.	Consider participating in delivery of a workshop at MOVE Conference.
D 3 Silver	Individual MOVE goals are incorporated into individual learning plans (IEPs) and EHCPs.	Each student on the MOVE Programme has a MOVE goal incorporated into their EHCP, which ensures a seamless integration of the programme.	
D 4 Silver	Individual MOVE activities are seamlessly integrated throughout the school day, with appropriate prompts and natural environment being used effectively to support learning.	This was clearly observed (see D8) during my visit. The natural environment was used very well by classes and MOVE goals were integrated well throughout the day.	
D 5 Bronze	Parent(s)/carer(s) are being encouraged and supported to deliver the MOVE programme at home.	Home goals are set to ensure they are achievable within the home environment. Equipment is sent home during the holidays and there is a parent liaison support officer to support issues with the programme in the home. The support for families was evidenced strongly throughout the pandemic.	
D 6 Bronze	Trans-disciplinary team work is demonstrated showing that physiotherapy and parent(s)/carer(s) agree with and are involved in the MOVE Programme.	There are great working relationships with OT and physio who are both on board. Evidence of this was discussed with regards to particular children during the assessment visit. A physio or OT assistant is on site 5 days a week. Parents are updated regularly and case studies were seen showing their approval.	
D 7 Bronze	The organisation encourages active participation from individuals on the MOVE programme and, where possible, individuals have an awareness of what they have to do in order to improve their functional skills.	The staff do a fantastic job of understanding and using what motivates individual students to ensure they are actively involved in improving their skills.	
D 8 Bronze	There is evidence that the individual's agreed goals/targets are being integrated into lessons using appropriate teaching and learning strategies.	This was clearly demonstrated and observed throughout the visit. Individualised teaching and learning strategies were well evidenced. MOVE is integrated into lesson plans and EHCPs.	

E: Prompts are used in an effective and safe manner and allow for development of skills

	Key Criteria	Achieved? (Evidence)	Any next steps
E 2 Gold	The organisation ensures its environment provides opportunities for the practicing of MOVE skills throughout the individual's day; for example; uneven ground, slopes and steps.	During my visit, I saw this on multiple occasions, with many students accessing the outdoor environment and different opportunities throughout the day to practise their MOVE skills in functional activities.	
E 3 Silver	The organisation recognises that participants are unlikely to have access to specialist equipment in the home environment and adapts programmes accordingly. The organisation works with families to ensure they can practice skills confidently and safely at home.	As stated previously, parents are well supported with equipment in the home and staff have a good knowledge of the individual needs of students. The physio assistant visited the homes of all students on the programme and parents are supported to understand how to use new pieces of equipment, and to integrate them into daily life.	
E 4 Silver	Equipment is tailored to the needs of individuals. It is used effectively alongside Prompt Adjustment Plans.	As prompt adjustment is incorporated into EHCP targets, this happens seamlessly. Physiotherapy team support with regular prompt adjustment and staff are confident to identify needs.	
E 5 Silver	The organisation makes creative, safe and effective use of their environment to teach new skills. E.g. cruising along tables in the classroom.	This was clearly observed during my visit. The outdoor environment was also well tailored for practising skills.	
E 6 Bronze	Equipment is of good quality, well-maintained and safely-used to support the development of new skills. Staff can provide physical prompting safely and effectively for all parties.	The Moving and Handling team are a vital part of the core MOVE team which has been a valuable contribution to MOVE at Lakeside School. Members of the physiotherapy and OT team are on hand to provide ongoing support and advice.	
E 7 Bronze	The information recorded in the Prompt Adjustment Plan is effectively conveyed to and understood by those delivering the programme.	Prompt adjustment is integrated throughout progress measurement and goal setting. It is included in EHCP targets, which are then further broken down by success criteria.	

F: The organisation is a positive ambassador of MOVE and actively promotes MOVE across a range of networks

	Key Criteria	Achieved? (Evidence)	Any next steps
F 3 Gold	The organisation promotes the MOVE Programme to other agencies and relevant organisations within their sphere of influence.	Hannah and the team have supported residential settings with handing over of MOVE Programmes, which was deemed to be of particular importance during Covid. The headteacher is very keen to be involved with future opportunities to promote to other settings, including through training and development projects with MOVE.	Hannah to be given Associate Trainer opportunities. Lakeside School to buddy newer schools for support.
F 4 Silver	The organisation contributes materials to the MOVE resources area and/or case studies.	Case studies and testimonials from parents have been seen as part of this assessment. I also had the privilege of discussing the impact of MOVE on family life with one parent. This demonstrated how involved families are.	Contribute resources, lesson plans and initiatives for the resources area.
F 5 Silver	Evidence demonstrates collaborative working with Local Authority, Health and Therapy provision through appropriate avenues.	Lakeside School worked very closely with residential settings over Covid. During lockdown the MOVE team supported all of the residential care homes to source equipment, VI specialisms and other relevant training.	Participate in network meetings to share best practice for others.
F 6 Silver	The organisation participates in the annual national MOVE Day and other events that could further raise the profile of MOVE.	MOVE Day is integrated into Sports Day, which gives everyone a chance to join in the celebrations. Classes celebrate what they enjoy and excel at, and parents join in. All students have the correct equipment to participate.	
F 7 Bronze	Information regarding the MOVE Programme and the achievements of its users is displayed within the organisation and provided to parents in suitable formats, including on the school website.	MOVE is promoted through various initiatives that the school runs, such as workshops, open mornings, and sports days. Photos of students on MOVE were seen in the hall.	Consider more of a visual presence for MOVE across the school.
F 8 Bronze	The organisation is tracking participants' progress on the programme over time with video evidence, which can be shared with MOVE Europe.	Photographic evidence is more easily captured than video evidence and clear examples of this were seen, which really show the impact of the programme.	Consider how to utilise video evidence creatively to track the journeys of students on the MOVE Programme.

Summary

Lakeside School have done an incredible job in embedding the MOVE Programme effectively across the school and ensuring this provision has remained strong through the pandemic. There is a strong knowledge and understanding of both the MOVE Programme and its principles across the staff base and students are very well supported to achieve great outcomes. This upskilling of the whole team ensures MOVE does not rely on one individual, which is no doubt why such fantastic results are being achieved. Hannah has fantastic MOVE knowledge and a true passion to ensure students achieve their best, and should be commended for her efforts. Well done team Lakeside, we look forward to working with you more in the future!

Result

Congratulations, Lakeside School has been awarded the Gold Quality Mark, valid for 3 years. Lakeside School would be ready for a Centre of Excellence assessment in the near future and an action plan has been provided below, which will prepare the school well for reassessment.

Action Plan to work towards becoming a Centre of Excellence:

- Practitioner training to be refreshed in the future on a rolling basis to ensure a good distribution across the school. This could be tailored based on an audit of staff training needs.
- Deliver training for school physiotherapists in line with MOVE Europe processes (notify us when this is planned for and we can support).
- Participate in the delivery of a workshop at MOVE Conference, perhaps on MOVE for older students.
- Hannah to be developed into the role of MOVE Associate Trainer by the MOVE team and to be given Associate Training opportunities when they arise. This would allow Hannah to deliver training on behalf of MOVE Europe to new settings, which is a great development opportunity.
- Lakeside School to buddy newer schools for support when requested by MOVE Europe, and to actively participate in leading sections of network meetings to share best practice and development with others.
- Contribute resources, lesson plans and initiatives for the resources area.
- Consider more of a visual presence for MOVE across the school.
- Consider how to utilise video evidence creatively to track the journeys of students on the MOVE Programme, which can then be shared externally in line with GDPR processes.
- Be involved in any future developments of national MOVE headteacher networks to support the development of MOVE from a strategic perspective.