



The MOVE Programme

# Quality Mark Report

For

# Sandside Lodge School

Report Date	8 <sup>th</sup> April 2019
School	Sandside Lodge School
School Address	Sandside Road, Ulverston
Inspection Date	19 <sup>th</sup> March 2019
Assessor	Charlotte Peck



## Table of Contents

<b>Introduction</b> .....	3
<b>Summary</b> .....	3
<b>Report Detail</b> .....	3
<b>1. Strategy and Planning</b> .....	3
<b>2. Individual Analysis Assessment</b> .....	4
<b>3. Improvements and Quality of Provision</b> .....	4
<b>4. Improved Planning</b> .....	4
<b>5. Regular Reviews</b> .....	5
<b>7. Maintaining Functional Skills</b> .....	6
<b>8. Involvement of Whole Team</b> .....	6
<b>9. Range of Approaches</b> .....	6
<b>10. Procedure for Monitoring, Assessing Improvements</b> .....	7
<b>Recommendations:</b> .....	7

## Introduction

Sandside Lodge School is a special school catering for children aged 2 – 19 years. All of the pupils at the school have learning difficulties and may have additional complex needs such as autism, physical disabilities and sensory impairments.

Sandside Lodge School have been using the MOVE Programme since June 2017 when two members of the team received Senior Practitioner training. Donna Stretton has been head teacher at the school since September 2017, having previously been deputy head at a MOVE Centre of Excellence, Millstead School in Liverpool. In this time the school have made substantial progress with their implementation of MOVE and should be commended for their achievements. This is Sandside Lodge School's first Quality Mark Assessment.

## Summary

The MOVE Programme at Sandside Lodge School is has been very well developed and is well run by Grace Pickering, MOVE Co-ordinator at the school. Despite using MOVE for a relatively short period of time, the school has made significant progress in embedding MOVE across the school and has ensured the whole team around the children are bought in to the programme. The development of the MOVE Programme is endorsed by leadership, management and governors and teamwork is excellent. Sandside Lodge School is developing into a model organisation for the delivery of MOVE and this will only improve with the development of a MOVE trainer and further involvement with the national MOVE network.

## Report Detail

### 1. Strategy and Planning

*A whole school /organisation strategy and planning to develop and improve the MOVE Programme:*

- It is clear that the leadership at Sandside Lodge School are invested and committed to the MOVE Programme, with this being driven strongly by the head teacher of the school, Donna Stretton, who has enhanced the school's already strong ethos to incorporate movement opportunities through the use of the MOVE Programme.
- MOVE is prominent within the school's improvement and development plan, with key objectives and timescales attached to these objectives. Success criteria were evident throughout. MOVE is also included in the agendas of the curriculum and staffing meetings, as well as being included in the head teacher's report for governors.
- Sandside Lodge School has a MOVE link governor who has a clearly identified role within the MOVE Programme. This role includes sharing success stories and reports on MOVE successes with the full governing body. A governor's monitoring visit report was included within the evidence pack which demonstrated the governor's commitment to MOVE and their efforts to understand MOVE in depth.
- Visits to MOVE Centres of Excellence have also taken place which has helped accelerate the development of MOVE at Sandside Lodge School.

## 2. Individual Analysis Assessment

*Analysis of the assessment of an individual's achievement in the MOVE Programme:*

- Every student on the MOVE Programme had personal goals set by themselves and their families. Families are invited to MOVE assessment meetings using a MOVE invitation letter and are provided with preparatory documents to help them start to think about what their goals are and what will be important to work on.
- A truly individualised approach was taken when setting goals, even evidenced in the displaying of the goals across the school. One young person did not want her goals on display so instead a discreet book has been created which allows staff to track progress but fits with the young person's wishes. Children are encouraged to think of their own goal, which is excellent practice and should remain in place.
- Each child also has a MOVE progress book which has an easily accessible template showcasing the child's goals as well as their short term targets to help them progress towards these goals, MOVE routines and motivators for that individual. Photos are also included in these books to give staff an idea of what activities that can be carried out to help the individual achieve their goals.
- Sandside Lodge School have also developed 'Move and Handling Plans' which incorporate the individual's MOVE targets as well as opportunities within their moving and handling plan to practice the skills needed to achieve these targets.
- The physiotherapy and occupational therapy team are clearly involved and on board with the MOVE Programme which was evidenced during a meeting with the team. The physiotherapist was new to the school and, once the school has a trainer it would be useful for the therapy teams to attend more in depth senior practitioner training to further their active involvement with the MOVE Programme.

## 3. Improvements and Quality of Provision

*Objectives identified for on-going improvement in raising standards and quality of provision using the MOVE Programme:*

Clear evidence was seen of objectives for improvement of the quality of provision at all levels of Sandside Lodge School:

- It is clear that there is a strong commitment to the delivery of the MOVE Programme at the whole school, group and individual level.
- A detailed MOVE action plan is in place which includes outcomes, deadlines and costs and resources needed to achieve each item. There is a clear understanding of next steps and additional improvements the school would like to make from all members of the team.
- Individual staff members have MOVE targets included within their appraisals, examples of which were seen at the MOVE Co-ordinator level and class staff appraisals.
- Individual case study data continues to be collected in order to demonstrate achievements of children and the value added by the MOVE Programme. This is excellent and should be shared with MOVE once at a suitable stage of development.
- Sandside Lodge will be training a MOVE trainer in the near future which will greatly help with improving the quality of provision. This was due to be in place before the Quality Mark Assessment but unfortunately the training had to be cancelled by MOVE. This will be rearranged for the near future.

## 4. Improved Planning

*Improved planning for those individuals who would benefit from being on the MOVE Programme:*

- Sandside Lodge School remains in the process of rolling out the MOVE Programme to all children that would benefit. The next cohort of individuals that will be placed on the programme have already been identified and all staff members spoken to were aware of which children these were.

## The MOVE Programme Quality Mark

- Sandside Lodge School will also benefit from a new building which will be ready to move into in September 2019. The team have planned to ensure that there will be opportunities for children to practice MOVE throughout this new building and this will provide a much more suitable space for children to be able to use their walkers equipment throughout the day to enhance the number of opportunities of skills practice throughout the day, in addition to using them outside in the playground.
- As previously stated, MOVE progress books detail each child's goals, short term targets and motivational activities. From conversations with staff from across the school, staff could talk about individual children's goals and the progress they have made so far.
- Staff across the school have been well developed and upskilled by Grace Pickering to enable MOVE Programmes to be worked on throughout the school day. Grace has ensured her role as MOVE Co-ordinator has been to enable others to feel confident in taking the lead in MOVE Programmes, whilst also ensuring she has a clear oversight over the running of MOVE at whole school level. This is a real skill to develop and Grace should be commended for this.
- The use of specific MOVE groups that take place in the hall on Tuesdays and Thursdays provide a time for staff to access support from physiotherapy and occupational therapy services, to ensure they feel confident enough to take these practice opportunities back into the classroom.

### **5. Regular Reviews**

*Regular reviews of the progress made by individuals on the MOVE Programme:*

- MOVE is included in every child's EHCP annual review meeting, which ensures regular reviews of the progress made on the MOVE Programme take place. In addition parents are involved throughout the process and parents have also received parental questionnaires seek input and to collect data on whether they feel progress is being made.
- During a moving conversation with a parent it was clear that parents are very aware of how much progress their children have made, which was lovely to see.
- Examples of Assessment Profiles were seen where a reduction in the level of prompts needed was recorded over time.
- Learning journals also demonstrate progress made in an easily accessible way, including pictures and notes from staff. The whole team is involved in reviewing progress and staff members spoken to could talk about the journey of progress for individual children.

### **6. Staff Skills**

*A commitment to improve the skills of the staff who deliver the MOVE Programme:*

Sandside Lodge School have demonstrated their commitment to improving the skills of the staff delivering the MOVE Programme:

- Sandside Lodge School include the MOVE Programme on their induction process to ensure there is buy in for the programme from the start.
- The MOVE Co-ordinator, Grace, is currently undertaking a National Professional Qualification for Middle Leadership and has chosen MOVE as her school improvement project. This demonstrates the school's commitment to developing staff skills and its commitment to the MOVE Programme.
- Whilst Sandside Lodge have benefitted from Donna Stretton's experience in the MOVE Programme, which has helped to provide staff with an understanding of MOVE, developing a MOVE trainer will further significantly improve staff skills in the MOVE Programme and will ensure there is a practitioner or senior practitioner within every class actively using MOVE; therefore this should happen as soon as possible.

## 7. Maintaining Functional Skills

*The use of appropriate strategies, support, prompts and equipment to maintain and improve skills:*

- It was evidenced on the learning walk and through the observation of lessons that children on the MOVE Programme have access to the relevant pieces of equipment needed to further their skills.
- The staff and students also make good use of the naturally occurring prompts in the environment and include motivating resources to ensure children are motivated to learn and maintain functional skills. The school building, whilst limited in its space and offering, is used to its full potential. Uneven ground walking and slope walking can be practiced on outside facilities.
- The new build – set for completion in September 2019 – will make a big difference to the delivery of the MOVE Programme and is a great opportunity to include new spaces for practicing functional skills as well as a hydrotherapy pool. Currently the children can only properly access their walkers in the playground due to the small corridors and spaces available in the school, which is not ideal for practicing skills regularly throughout the day or generalising those skills. This will improve when relocating to the new school.

## 8. Involvement of Whole Team

*The involvement of the whole “team” around the individual in developing the MOVE Programme:*

The collaborative and transdisciplinary approach of the MOVE Programme is clearly being adopted in Sandside Lodge School, which is driven by the MOVE Co-ordinator.

- There are high levels of communications between the school and the parents/ carers using a number of different approaches. A detailed description of MOVE is included on the school website.
- Parents are clearly involved throughout the process and have also received parental questionnaires to ensure their input is being sought. Parents are invited into assessment meetings and given an overview of the programme. MOVE is also presented at parents’ evenings. Examples of positive feedback received from parents of children on the programme were seen during the visit.
- Collaborative working is clearly evident within the Sandside Lodge MOVE Programme. Working lunches are in place for the MOVE team with clear agendas in place. The professionals’ conversations log demonstrated collaborative working and MOVE is also included within the teaching and learning meeting.
- The physiotherapy team are involved and on board with the MOVE Programme, which will be further enhanced when they receive more in depth training in MOVE.

## 9. Range of Approaches

*The use of a range of approaches and styles to improve the achievement of individuals on the MOVE Programme:*

There is clear evidence of appropriate teaching and learning strategies based on an analysis of the child’s need and a monitoring of their progress.

- Planning includes MOVE targets across the school which was evidenced through the examples of annotated teacher planning documents.
- Functional skills are practiced based on what is motivational for each child ensuring there is an enjoyment of learning for students on the MOVE Programme. When conducting conversations with a range of staff, they clearly demonstrated knowledge of what was motivating for each child, knew about MOVE and the impact it has on children.
- The case studies provided demonstrated different approaches taken and the positive impact of these approaches on the children was seen.

## 10. Procedure for Monitoring, Assessing Improvements

*An effective procedure for monitoring, planning and assessing improvement in the outcomes of the MOVE Programme:*

- There are a whole variety of opportunities for team members to discuss the progress of children on the MOVE Programme; for example through MOVE team meetings, bi-weekly teacher meetings, working lunches and the specific MOVE sessions that take place twice weekly, whole school meetings.
- Outcomes of the MOVE Programme are assessed on an individual basis through the MOVE Assessment Profile and it is clear through case studies that there is great progress being made in physical development. Data collection and analysis could be further explored by using quantitative methods of evidencing progress as more children are enrolled onto the MOVE Programme.
- MOVE is included on the SOLAR assessment system that Sandside Lodge use. Sandside Lodge will need to ensure that Steps 4 and 5 remain well captured within ongoing assessment of children.
- MOVE learning walks are also conducted which provide a useful way of driving improvements in delivery across the school.

## Recommendations:

The MOVE Programme is delivered to a high standard at Sandside Lodge School. The MOVE ethos has been embedded and the school should be commended for its communication of the programme at all levels of the organisation and for its energetic and motivated delivery of the programme from all members of the team. Grace has done a brilliant job in upskilling other members of the staff team to feel confident in delivering MOVE and this will only be enhanced by the next steps that the school have identified.

The delivery of the MOVE Programme could be further enhanced by;

- Ensuring Grace receives MOVE Trainer Training on the next available course which will enable the formal training of more staff to take place, resulting in more practitioners and senior practitioners to be trained in class teams and will enable therapy teams to receive more in depth training. This will help the school to also further develop the role of the MOVE Champion within each class team.
- Ensuring children get the opportunities throughout the day to make maximum use of their equipment once the school is in the new building (for example; when walking to lunch, assembly, collecting the register etc.).
- Continue rolling out the MOVE Programme to the new cohort, ensuring the school continues working towards placing every child on the MOVE Programme that would benefit, which should be achieved by the next Quality Mark reassessment.
- Starting to work on creating more awareness of MOVE within local networks/ alliance groups and directing this interested to the MOVE Head Office. This is one of the key roles of a Centre of Excellence, a status that Sandside Lodge should begin working towards.
- As they work towards Centre of Excellence status, Sandside Lodge School should also begin sharing case studies, success stories and any other research projects undertaken with MOVE Head Office, aiming for 1 or 2 per year as this is one of the key ways we can promote MOVE to other interested parties.
- Where possible, attending more MOVE run events which will provide the school with more networking opportunities and the chance to see new ideas happening in other schools. Sandside Lodge will be invited to take part in the MOVE User Group which meets annually to discuss ongoing development of the programme.