

# MOVE

## Gold Quality Mark Assessment for Newfield School



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<b>School</b>	Newfield School
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## Introduction

Newfield School is a maintained special school for pupils aged 2-19 years old with a range of learning needs including autism, complex medical needs and sensory needs in Blackburn. Newfield School has been using the MOVE Programme since September 2018 when they received in-house Senior Practitioner training; however some members of the team had been using the concepts of the MOVE Programme before this time. The programme is led by Aimie Gates and Louise Teese and is well supported by Helen Willet and other members of the senior leadership team. The school has made fantastic progress with embedding the MOVE Programme and this report details their progress against the Gold Quality Mark.

	Centre of Excellence				Gold				Silver				Bronze				
<b>A:</b> 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>B:</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	
<b>C:</b> Effective, comprehensive procedures are in place for assessments, goal setting and progress reviews	C1				C2	C3	C4		C5	C6	C7		C8	C9	C10		
<b>D:</b> 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	
<b>E:</b> Prompts are used in an effective and safe manner and allows for development of skills	E1				E2				E3	E4	E5		E6	E7			
<b>F:</b> 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
<b>A 3 Gold</b>	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).	The core MOVE team have attended a variety of external CPD opportunities, including the MOVE Conference and webinars.	When trained, the MOVE Trainers should provide a range of training opportunities to staff, including induction and awareness trainings.
<b>A 4 Gold</b>	All professionals within the organisation have an understanding of the programme and its benefits (including Senior Leadership Team and Governors).	There is a MOVE link governor, Fiona Waterford, who demonstrated a clear understanding of and enthusiasm for the MOVE Programme. SLT also had a clear understanding of what is involved in the programme.	
<b>A 5 Gold</b>	The organisation has at least 2 MOVE Trainers and both have delivered both in-house Practitioner and Senior Practitioner training.	See A7. I have every confidence that Louise and Aimie will be strong MOVE trainers able to deliver practitioner and senior practitioner training.	<b>Both co-ordinators to attend Trainer Training when rescheduled.</b>
<b>A 6 Silver</b>	All professionals within the organisation have knowledge of the MOVE programme, including SLT and governors e.g. via awareness training.	A clear understanding of the MOVE Programme was demonstrated through conversations with the wider team during the assessment, and the core team upskill the wider team well through modelling practice in MOVE groups.	
<b>A 7 Silver</b>	The organisation has at least 1 MOVE Trainer.	Training places have been booked but this course has been postponed due to Covid-19 restrictions. This will take place this academic year.	
<b>A 8 Bronze</b>	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.	MOVE is included on the appraisal targets for key staff and a core team is in place that have a good knowledge of the MOVE Programme to disseminate to wider team members.	

To reach Centre of Excellence in this component, Newfield School should;

- Deliver a schedule of practitioner training to the wider team, including to other agencies where possible.
- Assist with the development of the North West MOVE network, including assisting with creating agendas and sharing presentations with others.
- Once confident, the MOVE Coordinators should consider liaising with MOVE Europe to become Associate Trainers, able to train other organisations.

**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>B 2 Gold</b>	There is an appropriate succession plan in place for the MOVE Coordinator and SLT Sponsor in the event of staff changes.	MOVE is well supported at SLT level and there are 2 MOVE Coordinators.	Continuing to upskill the wider team will assist with this.
<b>B 3 Gold</b>	The organisation actively plans for when participants move on, either to secondary school, post 16 or adult services.	Clarification needed. When students move onto other provision, the MOVE Programme should be handed over.	Continue to develop links with organisations that students move onto.
<b>B 4 Silver</b>	There is a system in place to collect and analyse data and evidence the impact of the MOVE programme.	Each student has an assessment profile and students are grouped into ability level and progress between levels is tracked.	A method of capturing progress across the whole cohort should be considered.
<b>B 5 Silver</b>	The organisation's MOVE action plan continues to be developed with goals based on self-evaluation.	Yes – see B8. This has been developed in line with MOVE Quality Mark components.	
<b>B 6 Bronze</b>	The organisation has a comprehensive MOVE Policy in place and MOVE is included on the school development plan.	Newfield School has an in-depth MOVE Policy in place. This policy identifies how the programme links to various articles of the United Nations Conventions on the Rights of the Child.	
<b>B 7 Bronze</b>	There is an involvement from Senior Leadership Team and evidence of commitment from governors.	See A4. This was clearly demonstrated throughout the assessment.	
<b>B 8 Bronze</b>	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 in-depth and self-reflective action plan was seen during the assessment. It is RAG rated and timescales are included.	
<b>B 9 Bronze</b>	The MOVE coordinator has an in-depth knowledge of the MOVE Programme and is providing effective leadership to improve outcomes.	The MOVE Coordinators have an in-depth knowledge of MOVE and lead the programme well throughout the school. They support and upskill staff effectively.	

Additional Comments: The school should share how they run MOVE with other, less experienced organisations, e.g. in the regional MOVE network.

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

	Key Criteria	Achieved? (Evidence)	Any next steps
<b>C 2 Gold</b>	The organisation is involving a wider range of professionals in the assessment, goal setting and progress reviewing processes (VI, HI, MSI, SLT etc).	The physiotherapy team are on board and involved with the programme and use MOVE as an outcome measure for all appropriate pupils.	
<b>C 3 Gold</b>	Effectiveness of the MOVE Programme is collected and shared with Senior Leadership Team, governors and MOVE Europe annually.	SLT are involved with the MOVE Programme and discuss progress within annual reviews and MOVE's link governor brings programme updates to governor meetings.	Share success stories at all levels of the programme with MOVE Europe.
<b>C 4 Gold</b>	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.	The detail contained in the assessment profiles is also supported by evidence captured on the school's Evidence for Learning platform.	Consider graduate MOVE Programme on the resources area for those eligible.
<b>C 5 Silver</b>	There is a system in place to regularly review MOVE goals.	MOVE goals are incorporated into personal learning plans and are reviewed yearly at annual reviews	
<b>C 6 Silver</b>	MOVE Assessment Profiles have been completed for all relevant candidates, are being completed by a few staff members and monitored by the MOVE Coordinator	There are currently 38 children on the programme with Assessment Profiles. Staff are supported by the coordinators to complete these.	
<b>C 7 Silver</b>	The organisation can demonstrate progress on an individual basis for those accessing the programme.	Progress is tracked through assessment profiles and also demonstrated using Evidence for Learning for all pupils on the programme.	
<b>C 8 Bronze</b>	Parent(s)/carer(s) and multi-agency professionals are part of the assessment, goal setting and ongoing review of the programme approach.	Yes, this was evidenced through conversations with parents throughout the assessment.	
<b>C 9 Bronze</b>	There is a plan in place, with a realistic timescale, to ensure all candidates for MOVE are placed on the programme.	All relevant students are on the MOVE Programme.	
<b>C 10 Bronze</b>	MOVE Assessment Profiles have been completed for some individuals and each has relevant goals set by themselves and/or their family.	Yes, see C6.	

Additional Comments: To reach Centre of Excellence in this component, Newfield School should consider presenting on how they run MOVE at an upcoming network meeting and continue to submit any resources they have developed and found useful to the resources area.

## 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
<b>D 2 Gold</b>	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.	This was clear to see from the case studies shown and conversations with parents throughout the day. MOVE groups work well in upskilling the wider team and MOVE skills are incorporated into individual routines.	Consider graduate programmes.
<b>D 3 Silver</b>	Individual MOVE goals are incorporated into individual learning plans (IEPs) and EHCPs.	PLPs and MOVE goals are incorporated into children's long term IEP goals. These are reviewed at annual reviews. An example of annual review targets was seen which highlighted this.	
<b>D 4 Silver</b>	Individual MOVE activities are seamlessly integrated throughout the school day, with appropriate prompts and natural environment being used effectively to support learning.	This will be observed in a visit to the school; but MOVE activity sheets were seen which are developed by all teachers. Aimie supports individual teachers with these. A timetable was seen which shows how multiple opportunities to practise skills are incorporated.	
<b>D 5 Bronze</b>	Parent(s)/carer(s) are being encouraged and supported to deliver the MOVE programme at home.	Parents are well supported, which became particularly apparent during the Covid-19 lockdown.	
<b>D 6 Bronze</b>	Trans-disciplinary team work is demonstrated showing that physiotherapy and parent(s)/carer(s) agree with and are involved in the MOVE Programme.	Yes – see C2. Parents that we spoke to were actively involved and on board with the programme.	
<b>D 7 Bronze</b>	Where possible, individuals have an awareness of what they have to do in order to improve their functional skills.	All students are communicated with in relation to their individual needs. Staff are supported in practising movement skills in MOVE groups.	
<b>D 8 Bronze</b>	There is evidence that the individual's agreed goals/targets are being integrated into lessons using appropriate teaching and learning strategies.	Evidence was provided in the assessment. Skills learned in the MOVE groups are taken back to classes to be incorporated into lessons. MOVE targets are included on display boards within classes.	

Additional Comments: The MOVE groups are a great addition to the MOVE Programme offering at Newfield School. The school has done well in ensuring these are used to upskill the wider team to use MOVE throughout daily routines, instead of the groups becoming the sole focus of the programme. To reach Centre of Excellence, the school should begin to develop more of an active presence within the MOVE network and consider hosting visits from interested parties when the easing of restrictions allows.



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

	Key Criteria	Achieved? (Evidence)	Any next steps
<b>E 2 Gold</b>	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.	This will be observed in a visit to the school; however the school incorporates the local community environment well in the practicing of skills. This is included in the school's MOVE Policy.	
<b>E 3 Silver</b>	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.	This was demonstrated through conversations with parents throughout the assessment and case studies provided beforehand. The Covid-19 lockdown enhanced this provision, with MOVE at home resources developed and weekly calls to ensure no difficulties with equipment at home.	
<b>E 4 Silver</b>	Equipment is tailored to the needs of individuals. It is used effectively alongside Prompt Adjustment Plans.	The school makes effective use of MOVE groups such as gait trainer club to ensure staff are well trained in the equipment and how each individual needs to be prompted to access it effectively.	
<b>E 5 Silver</b>	The organisation makes creative, safe and effective use of their environment to teach new skills. E.g. cruising along tables in the classroom.	MOVE is embedded throughout the day making effective use of both the school environment and that of the local area and community. This will be observed in more detail in a visit.	
<b>E 6 Bronze</b>	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 school benefits from one of the MOVE coordinators also coordinating moving and handling within school; helping to ensure a joined-up approach. Risk assessments are in place for all activities.	
<b>E 7 Bronze</b>	The information recorded in the Prompt Adjustment Plan is effectively conveyed to and understood by those delivering the programme.	The prompt adjustment plan information is included in children's MOVE files, which encourages staff to continually refresh their understanding of the plans. Display boards in class provide information on targets and strategies to work towards these.	

Additional Comments: To reach Centre of Excellence in this component, the school should consider making more use of video case studies and promotion of the programme via social media channels.

**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
<b>F 3 Gold</b>	The organisation promotes the MOVE Programme to other agencies and relevant organisations within their sphere of influence.	The school liaises well with multi-agency professionals, and attends webinars and conferences run by MOVE. The school should grow their active promotion of the MOVE programme within their local area.	Promote MOVE to other local special schools. Assist with the development of the regional MOVE network group.
<b>F 4 Silver</b>	The organisation contributes materials to the MOVE resources area and/or case studies.	Newfield has submitted MOVE at Home posters for the resources area.	The school should continue to submit any useful resources, including video case studies.
<b>F 5 Silver</b>	Evidence demonstrates collaborative working with Local Authority, Health and Therapy provision through appropriate avenues.	The team liaise well with multi-agency professionals, including physiotherapy and occupational therapy.	
<b>F 6 Silver</b>	The organisation participates in the annual national MOVE Day and other events that could further raise the profile of MOVE.	Newfield School participates in the annual MOVE day which celebrates achievements of all on the programme. Parents are invited to take part in this event.	
<b>F 7 Bronze</b>	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 displays were shown during the assessment which looked great. The school celebrates MOVER of the week. There is a lot of information regarding MOVE on the school's website and the school has begun to use a blog.	
<b>F 8 Bronze</b>	The organisation is tracking participants' progress on the programme over time with video evidence, which can be shared with MOVE Europe.	Case studies were shared with MOVE during the assessment which are brilliant and demonstrate progress well. Consent should be sought for these from parents so they can be shared more widely.	Begin to track participants' journey on the MOVE Programme with videos. This will help with training.

Additional Comments: to achieve Centre of Excellence, the school should take a leading active role in the promotion of MOVE both regionally and nationally. Once trained, the MOVE Coordinators should be developed to Associate Trainer status, able to deliver training to local schools on behalf of MOVE Europe (in line with our processes). The school should consider writing some higher-level pieces on how MOVE has changed practice, and consider how they could promote MOVE to decision makers within the county's education system.

## Summary

Since using the MOVE Programme more widely after their training in 2018, the school have done brilliantly in embedding the programme across the organisation and upskilling the wider team to be confident in delivering the programme. Students make fantastic progress and parents are on board and involved with the programme. MOVE groups are used well to supplement the programme, rather than becoming the sole focus of MOVE at the school. Aimie and Louise must receive Trainer Training this academic year and I have no doubt that following this, they will make excellent trainers who will continue to inspire and develop the wider staff team. In order to reach Centre of Excellence status, the school should focus on the below action points. These could be achieved by the end of the academic year in 2022.

- Deliver a schedule of MOVE Training to the whole team, including awareness training, including MOVE on the induction programme, practitioner training to all relevant classes and perhaps senior practitioner refreshers to relevant class teachers to ensure they remain confident in completing assessments.
- The school should take a leading active role in the promotion of MOVE both regionally and nationally and should be an active part in the development and facilitation of the North West Regional network group, sharing best practice with other, less experienced organisations, and promoting the programme to new organisations.
- Once trained, the MOVE Coordinators should be developed to Associate Trainer status by MOVE Europe, with agreement from SLT. This means they would be able to deliver training to local schools on behalf of MOVE Europe (in line with our processes).
- The school should consider writing some higher-level pieces on how MOVE has changed practice and continue to supply resources for the MOVE resources area.
- The school should consider how they could promote MOVE to decision makers within the county's education system.
- Newfield School could make more use of video case studies and promotion of the programme via social media channels.

## Result

**Congratulations, Newfield School has been awarded the Gold Quality Mark, valid for 3 years.**



Charlotte Peck  
Director, MOVE Europe