



Quality Mark Report

For Lakeside

The Move Programme

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School	Lakeside
School Address	Lemsford Lane, Welwyn Garden City, Herts. AL8 6YN
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Assessor	Matt Toms
Report Reviewed by	Suzanne Richardson
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Introduction

Lakeside school is situated in Welwyn Garden City. It is a State special school catering for pupils aged from 5- 19 years. There are currently 72 pupils on roll some of which have profound and multiple learning difficulties. Others in the school have severe learning difficulties or challenging behaviours. All of the pupils have a statement of special educational needs. There are currently 9 children on the Move Programme.

Lakeside has been a Move Centre of Excellence since 2011. The head of Move within the school has previously supported other schools in the UK to develop Move and has also worked further afield delivering training in Move to schools in Belgium and the Czech Republic.

Summary

The Move Programme at Lakeside is excellently run and all staff have very good knowledge of the Programme. Staff use this knowledge in the day-to-day running of the school to inform planning and develop positive goals and targets for the pupils. The pupils on the Move programme are motivated and happy. There is an enthusiastic approach to Move across all staff and this enthusiasm helps to maintain the good results that are seen from the progression the pupils are making. The Move Co-ordinator has a high level of experience of Move and continues to develop this and shares this knowledge across the school.

Lakeside has put in place many procedures to ensure that Move continues to run smoothly and continues to be successful. It is a school that is a very good example of how Move can be embedded into a school and how it can be used to make a difference to pupils lives.

Lakeside continues to set and maintain high standards within the Move programme and continues to be a stand-out school for Move, and from the Quality Mark Assessment it is clear why Lakeside is a Centre of Excellence for Move.

Report Detail

Strategy and Planning

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

Lakeside continues to look for ways to develop and improve the Move Programme, not just within their own school but in the wider community and into other schools. The school specifically mentions Move within its School Development Plan (S.D.P.), it states that “Through our various networks, website... to continue to seek ways to support other schools”.

Lakeside also set their target of re-accreditation within the S.D.P. and set the target of continuing the current Centre of Excellence level that they are at. The clear success criteria of this, within the S.D.P., is to gain the re-accreditation of the Quality Mark.

Within the Move Co-ordinators previous teacher appraisal Move was discussed and the Head-Teacher was happy with how Move is running within Lakeside with no issues brought up within the appraisal. This showed that Lakeside continues to self-evaluate and looks to improve practice, through appraisal and general good practice which was evident upon talking to other members of staff and to the Move Co-ordinator. All staff spoke about Move in a positive manner and were all enthusiastic about it.

The Move Co-ordinator organises Move within Lakeside and ensures that the Move programmes are up to date and that everyone is working together to achieve the maximum results for the pupils on the Move Programme. The Move Co-ordinator also decides when Move meetings are required and runs these as and when they are necessary. They also look at new students coming into the school and decide along with physiotherapists who would benefit from being put onto the Move Programme.

Individual Achievements

Analysis of the assessment of an individual’s achievement in the Move Programme:

The Move Assessment Profile is used effectively to assess the student’s current level. These are clear to see on individual’s assessment grids, a copy of each students profile is kept in a central location so that it can be accessed when required. From the initial assessment goals are set for the child as recommended in Step 2 of the Move Programme. The goals are effective and are all child centred and were all set with parents at an informal Move meeting. The system used within Lakeside to assess and set goals is a great example that follows the Move Programme perfectly. In order to set these goals it is clear that the whole team has an input; this was evidenced within parent view forms and from talking to the physiotherapist.

Improvements and Quality of Provision

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

The goals within the Move Programme for each individual are split down into smaller more manageable targets which support working towards the goals. These more manageable targets are used within lessons to provide objectives throughout a series of lesson modules. These lessons are worked on within class and these objectives are achieved throughout the module of work. This allows small steps to be taken and the overall goal to be worked on within class. This means the Move Programme is feeding into the schools Individualised Pupil Programmes.

The objectives have an appositive impact on raising standards for those on the Programme as was seen through the schools assessment data in which pupils on the Move Programme made more progress than other pupils in the school.

Improvements for the whole organisation were set out within the schools S.D.P. in order to continually improve the school and raise achievements.

Improved Planning

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

Lakeside developed their own way of showing the activities and times that a pupil is working towards their goals. They produced a single A4 page that shows the goals, the activity and the frequency the activity occurs throughout the week. Each pupil on Move has one of these programmes which are unique to each individual. Each of these programmes is shared with the staff that work with that pupil so that they know when and what the pupil is expected to be doing to work towards their goals. These activities are then built into the teacher's daily lesson plans.

Through talking to the staff it was evident that all the staff were aware of the pupils goals and that wherever possible the pupils were told what they were doing and why.

Regular Reviews

Regular reviews of the progress made by individuals on the Move Programme:

The progress the pupils make whilst on the Move Programme is clearly reviewed within an ongoing cycle as dates are placed onto the aforementioned programme of activities stating when they were last updated. This shows that constant monitoring of the activities and progress is occurring within Lakeside.

Further to this the assessment grids in the Assessment Profiles are regularly updated and can be used to track progress as different colours are used to show updated assessment with a key and dates showing when the profiles were updated.

In Lakesides Move folder there is photographic evidence that is used to review the progress that individuals make. This is used alongside data collection which the school is currently working on developing further.

Commitment to Improve

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

The School Improvement Plan showed a commitment to the ongoing training of staff. Within the Move folder there is a list of all the staff within the school and next to this their job roles. This list has alongside it the level the staff members have been trained too. Currently the school has 18 Senior Practitioners and 1 Move Trainer, (who is also Move Co-ordinator). The list of staff is used to ensure that each class with pupils on the Move Programme has members of staff trained to Senior Practitioner level within them.

Through talking to the Move Co-ordinator and the Head-Teacher it was discussed that they had identified a member of staff to be trained up to work alongside the Co-ordinator.

Each school year, all staff attend an hour refresher training on the Move programme. This is to ensure staff are clear on what Move is and that all staff are clear on which pupils are on the programme and what the pupils' goals are.

Strategies to Improve Skills

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

Lakeside School is well resourced with the equipment that they require for the pupils to be placed the various positions they need to be put in throughout the day. The equipment is used to help first develop the pupils physically and secondly to help the pupils access and engage with lessons. All the pupils on the Move Programme that were seen on the walk around the school were engaged with lessons and were using equipment in appropriate ways.

Lakeside has invested in purpose built brick steps outside to teach pupils at that stage to walk up and down them within a secure and safe environment. They have also invested in a Rifton change bed to support pupils who need it. Where necessary and when possible they have bought specific equipment for individuals including a wheelchair tracking (AKKA) platform.

All of this is monitored effectively through the use of photo assessment and through the Move Co-ordinators designated time out of class.

Involvement of Whole Team

The involvement of the whole "team" around the individual in developing the Move Programme:

Lakeside has a variety of approaches in providing information about Move to other organisations and parents. The school has private Facebook page and it has a specific section on their website about Move. In the school foyer is a Move brochure which the school has produced itself. The brochure provides information about where Move began, what Move is and has views from parents and staff within it. This brochure provides parents with information about why Lakeside uses Move and how successful it has been.

Lakeside holds the Move meetings when necessary and from the copies of the letters and talking to the Move Co-ordinator it is evident that all other professionals are invited to these meetings and on the whole they have attended them.

Range of Approaches

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

Within lesson plans there is clear planning that feeds into supporting the individual pupils reach their individual targets. Alongside this planning there are regular observations and recording from the lesson. This recording is supported with photographic evidence of when the pupil is working on their target and when they have achieved their target. This evidence is collected within the pupils Move folder.

Lakeside school uses Steps 4 and 5 of the move program effectively by setting the expectations of the prompts that they expect a pupil to be using when they achieve their goal. This process allows Lakeside to track progression and break the goals into smaller practical adjustments to the prompts required in order to develop individual pupils physical independence and decrease the pupils reliance on prompts.

Procedure for Monitoring, planning and accessing

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

Lakeside school has procedures in place for monitoring and evaluating the strategic approach to Move. They are using SOLAR to track Move targets and develop assessment data from this, using the assessment data to track the outcomes of the Move programme and in particular of individual goals. Lakeside's procedures include opportunities for regular discussions with team members ranging from brief conversations between Teaching Assistants / Teachers and the Move Co-ordinator, to regular input from physios and O.T.'s (Occupational Therapists), to full meetings for everyone involved with an individual child. These meetings are called when one or more person involved with the child feels it is necessary or when the child has achieved one or more of their goals, or has made a relevant amount of progress that therefore requires a meeting.

Within the school there is a clear chain of management, the Move Co ordinator reports to the Head Teacher, this is done informally and formally within 6 monthly teacher appraisals. The school has a governor whose list of responsibilities includes Move and the governors have been present when parents have been spoken too about Move.

Recommendations

We would like to offer the following recommendations:

- For Lakeside to continue their excellent work as a Centre of Excellence and ambassadors for Move sharing their considerable expertise in The Move Programme with the community around the school.
- For Lakeside to share case studies with The Move Programme that can be used for promotion of the benefits of Move and future training.