



# Quality Mark Report For Oaklands School

The Move Programme

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School	Oaklands School
School Address	750 Ferry Road Edinburgh EH44 4PQ
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Assessor	Carol Francis
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## Table of Contents

Introduction .....	3
Summary .....	3
Report Detail .....	4
Strategy and Planning .....	4
Individual Achievements .....	4
Improvements and Quality of Provision .....	4
Improved Planning .....	5
Regular Reviews .....	5
Commitment to Improve .....	5
Strategies to Improve Skills .....	6
Involvement of Whole Team .....	6
Range of Approaches .....	6
Procedure for Monitoring, planning and accessing .....	7
Recommendations .....	7

## **Introduction**

Oaklands School is situated in Edinburgh. It caters for children and young people aged from 3-18 who have complex needs. The school is housed in a purpose built building which is all on one level. The building is equipped with hoists and up to date facilities including a hydrotherapy pool and dedicated rooms for home economics or sensory activities.

The Move Programme continues to be coordinated by the senior physiotherapist who is a Move Consultant and trainer. There is outstanding collaboration between the therapists and education staff and excellent team work evident to enable good outcomes for pupils and young people. The Move Programme is given excellent support from the Head Teacher.

## **Summary**

The Move Programme is a core part of the curriculum delivered at Oaklands School which is supported by the head teacher, mentioned on the website and in all key documentation for the school. It is given excellent coordination by Anke Baillie and support across the school from the staff team. Oaklands School effectively combine input from Health and education to maximise benefits to the pupils who access The Move Programme. The assessment day was a day for recording the extremely good and efficient use of The Move Programme. While undertaking the learning walk I observed good practice and pupils enjoying activities using their Move skills. I was really moved by the passion for The Move Programme and for its continued use to benefit present and future pupils. The information shared with classes to empower staff to work effectively with pupils was of a very good standard and clear to follow. Achievement in Move is celebrated well and it clearly forms an embedded part of the school day.

Oaklands School is quite rightly a Quality Mark School and a Centre of Excellence for The Move Programme and should continue to share the excellent way in which they undertake The Move Programme with other schools and settings. The quote from the coordinator for me summed up the ethos of Move at Oaklands, "Who knows what we can achieve if we don't offer the opportunity to try". When measured against the ten components of 'The Quality Mark' Oaklands School can only be described as 'Outstanding and innovative'

## Report Detail

### Strategy and Planning

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

The Move Programme is a key feature of the school and part of their ethos and aims. It features on the School's website and in the school brochure with clear and concise information.

It is given excellent support by the head teacher. There are detailed outlines on how Move works in school, why it is important, and the cross curricular links that exist in the Move policy document. Planning and assessment of Move is also outlined in detail.

The school's vision of all children and young people in Oaklands School to enjoy their childhood and to achieve their potential fits well with the ethos of The Move Programme. Move targets are connected to the health and well being strand of the curriculum in pupils IEPs. In the School there is a health and well being wheel Education which featured The Move Programme in lots of the key areas and showed its position as part of the core curriculum in the school.

It is hard to think of how The Move Programme could be improved but there are ongoing challenges for the meeting of goals for individuals and these are met in innovative ways by the dedicated staff. The coordinator sets challenges and targets to maintain the momentum and impact of Move for the benefit of the young people who access it.

### Individual Achievements

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

There was evidence of the initial planning stages and collaboration with parents and other team members to set effective goals for individuals. Parents are respected and valued as part of the team around the child. This was confirmed in an interview with a parent of a boy aged 6, who felt empowered to support the practice of skills at home and valued the support and work with the Move team in school. Through her experiences of Move with her son and working with the school she would recommend it to other parent which is a good testament to the effective way in which it is coordinated.

The written evidence of meeting notes and assessment data was comprehensive and well maintained. There are high expectations of pupils meeting goals and an ethos of presenting opportunities to see what pupils can achieve.

My day files are used to effectively convey information and to inform class bases on current targets and day to day skills for pupils to practice daily in class. These were detailed and prepared by the Move coordinator for classes to maintain and add comments to.

### Improvements and Quality of Provision

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

High standards have been achieved and maintained since the last Quality Mark assessment. There is ongoing evaluation and assessment of current staff knowledge and training to address needs. The work of the staff in the day to day running of The Move Programme is supported by clearly defined roles and expectations.

The Move Programme is cited in several official reports as a key part of the school's strengths and for its impact on pupils' achievements, confidence and independence. One report from HME cited The Move Programme on the following way, "children have targets written and do their physical

## The Move Programme Quality Mark

programme daily. Impact of the programme is life changing for some children and young people who learn to sit up, walk and climb up and down stairs.”

I agree that it is creating life changing impact because it is so effectively run and coordinated utilising the full team around the child by dedicated staff and excellent coordination.

### **Improved Planning**

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

There was an abundance of evidence to show effective planning to accommodate the practice of work towards critical skills and feedback from class teams. The measurement and adjustment of prompts is maintained by the coordinator and shared with classes in a format that is clear and easy to understand and work with. Detailed planning is maintained in the coordinators office. Current targets are included in IEPs. All of the paperwork observed on the assessment day was of an excellent standard.

Parents are empowered to work with school and to support skills at home. They are given support in awareness and information sessions. Examples of activities that parents can do at home are shared and supported by staff. Home visits are sometimes used to support work with Move and opportunities exist for parents to feedback to the Move team via home/school diaries.

### **Regular Reviews**

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

There are several ways in which progress is reported within the school. Daily skills are recorded on tick sheets which identify the number of times a pupil has accessed practice of the skills and opportunities for written feedback within the sheets. There are regular reviews of the IEPs and a yearly multi agency review meeting with parents which contains detailed information from the therapy teams. There were examples of completed IEPs which showed the whole review process.

Progress in Move is often celebrated on the sun rays in the physiotherapy room or through the star of the week awards. There were many examples of awards for pupils for their work in Move. There are yearly reviews held each year for pupils that involve the multi agency team around the child. These GIRFEC (Getting it right for every Child) meetings focus on strengths, concerns, current strategies and desired outcomes. The Move Programme fits well into this process and it is an ideal opportunity to discuss progress and to review goals as needed.

Anke charts progress for pupils on the Move Programme on graphs that she has designed using evidence from reviews to look at the overall progress achieved within The Move Programme.

### **Commitment to Improve**

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

Regular refresher training sessions are held at least every two years to maintain the focus of the staff and their skill level. Awareness and Senior Practitioner training is held often yearly to ensure that new staff are given an understanding and working knowledge of The Move Programme. Regular reviews of needs for training is undertaken, Staff performance reviews will often be linked to Move and work with pupils. A new trainer was trained in 2015 to maintain the focus and to ensure continuity for the future. There is a high proportion of Senior Practitioners within the school and a wealth of experience and understanding which clearly benefits the pupils.

## The Move Programme Quality Mark

There is clearly a focus on maintaining the high standards achieved and to review provision of The Move Programme to maintain its momentum and effectiveness.

### **Strategies to Improve Skills**

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

The timetables and weekly planning for classes showed a good level of evidence of Move skills being facilitated alongside aspects of the school day. There was a vast diversity of opportunities being utilised across the school day. These were supported by comprehensive learning profiles which outlined what the young person can do and how they should be supported to practice current targets. These were easy to follow and effective at empowering class teams.

Walker or standing profiles are produced to assist staff new to the school or classes to understand what they need to do and why. Wheelchair reviews or requests for equipment are done using a request sheet and where it is relevant use of The Move Programme is taken into consideration by the multiagency team and Move coordinator.

There is a wide range of strategies and prompts used across the school. Equipment is not shared and each piece is set up in a way that best suits individual pupils or young people.

### **Involvement of Whole Team**

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

There is a strong family feel and sense of team within the school. Staff are clearly supportive to each other. Parents are valued very much as part of the Move team and there was a wealth of evidence and an interview with a parent that supported this. They are given opportunities to share information participate in the practice of skills and to celebrate successes. Examples of home/school books showed that feedback and discussions were a two way process. Newsletters have a Move section to give information for parents and to celebrate events like the Move Day. Phone calls, photos of pupils completing Move skills and parents evenings are also used to connect with parents and to liaise and discuss as part of the Move team.

The school brochure and website celebrate that The Move Programme is part of the school and share information on what The Move Programme is.

### **Range of Approaches**

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

During the learning walk there was a very broad range of strategies, approaches and styles observed. Each of the pupils or young people had very individualised programmes and opportunities most relevant to them had been identified. There is excellent collaboration between Move and PE. an example of this is the use of Asdan accreditation in Mobility which fits well with the delivery of Move skills.

Class meetings are held once a week to maintain the momentum and focus. These meetings are opportunities to discuss Move skill or issues and to maintain paperwork linked to The Move Programme. The Move coordinator attends these when available and can be invited for specific discussions by the class teams.

## The Move Programme Quality Mark

Some group work is used to offer opportunities to practice skills. The planning for these was effective and demonstrated that although these were group sessions there was still a very personalised approach to them for each of the pupils that related well to their personal targets. Documentation for these sessions is maintained and stored in the physiotherapy area but evidence showed that outcomes and progress was celebrated and shared well with others in the Move team.

### **Procedure for Monitoring, planning and accessing**

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

The momentum and high standards achieved by Oaklands School are well maintained and worked towards by an effective and dedicated staff team led with an outstanding coordinator. Practice of the Move Programme across the school and access to it is an expected right for all pupils who are given every possibility to demonstrate what they can achieve. There are high expectations of achievement and the possibility that pupils will do things if given enough opportunities. The use of regular class meetings maintains the focus and allows team members to have a voice.

By the end of this school year there should be 25 young people on The Move Programme. This represents almost half of the current school population. All pupils have a designated person to work with them.

There was a sense of ongoing work to address new challenges for individual goals and to further enhance what is offered. An example of this was to look at ways in which pupils could have access to steps and to practice stepping up and down.

### **Recommendations**

We would like to offer the following recommendations:

- That Oaklands School continues its outstanding work with the Move Programme and as a Centre of Excellence within the Edinburgh area. This includes outreach work to share their outstanding practice with other centres to promote The Move Programme.
- That Oaklands School share examples of case studies that could be used to promote The Move Programme on the website, at events and for training future Move Trainers and Practitioners.