

## **Joint Area Review (JAR), OFSTED and HMLe report observations on MOVE in schools**

*(The following are extracts from the Derbyshire's JAR report: a sample of OFSTED Reports from Willow Dene School, Stanton Vale School, Derbyshire; Broadmeadow Nursery Special School, Wolverhampton; St Lukes School, Scunthorpe; Oswaldtwistle White Ash School, Lancashire; Milestone School, Leeds; St Nicholas' School, Canterbury and HMLe reports from Woodlands School, Aberdeen and Beeslack Community School, Penicuik).*

### **JAR Report**

There are many examples of good, and some outstanding individual programmes, including the MOVE Programme, a very successful and flexible activity-based movement programme. However, plans to roll out these successful initiatives across the county have not yet been finalised.'

### **OFSTED and HMLe Reports**

#### **Attitudes and Personal Development**

'Pupils are helped to develop their potential through the MOVE Programme which enables them to make choices and travel independently sometimes for the first time.'

'Considerable importance is placed on pupils achieving some independence by improved mobility and the school uses the MOVE Programme very successfully.'

'The physical and social development of pupils with PMLD is considerably enhanced by the MOVE Programme. For example, through a 'gait trainer', one pupil was enabled to make the choice to seek out a friend.'

'Everyone is given significant help in living a healthier lifestyle through the excellent opportunities provided through MOVE.'

#### **Teamwork**

'The overall leadership of the school is good. The co-ordination of the MOVE Programme is a strong feature of the school.'

'Examples of excellence are seen within the teaching of structured movement in key stage 1 and 4. In many lessons and activities it is the quality of the teamwork between teachers, therapists, teachers aides and parent volunteers that is the striking feature.'

'Teamwork is also a strength as demonstrated in PE, where the combined work of the teachers, support staff, physiotherapist and MOVE co-ordinator results in high quality provision.'

'All staff work effectively as a team and ensure that the curriculum is continually developing to meet the needs of the pupil. An example is the programme of work for children with additional special educational needs and in particular the implementation of the MOVE Programme for pupils with severe mobility problems. This helps pupils to acquire increased independence in sitting, standing and walking so they may experience, learn and gain more mobility, better health, and enhanced personal dignity.'

'Parents are extremely appreciative of the availability and access to a multi-disciplinary team of dedicated staff and comment positively on the impact on the progress and personalised care for their children.'

#### **Curriculum**

'Recent whole-school developments have included effective new initiatives with a focus on improving physical development, for example, through Move Opportunities Via Education sessions for pupils with profound and multiple learning difficulties and a focus on delivering a sensory curriculum.'

'The MOVE Programme is a vital part of the whole school curriculum, which brings physical education into every part of the school and every lesson....Pupils who have mobility problems use pacers to

enable independent movement around the building. This increased independence enables pupils to move around as they wish without being dependent upon an adult. ‘

‘The MOVE Programme is used well to meet the individual curriculum needs of pupils with specific difficulties and disabilities’

‘No formal homework is set but close liaison with parents encourages a co-ordinated approach to learning which proved to be very successful with MOVE’.

‘In most lessons, teaching now ensures that pupils develop independence and take greater responsibility for their learning.’

‘All pupils have equality of access to the curriculum where their range of curriculum experiences is appropriate to their learning needs and stage of development.’

‘In key stage 1\* there is clear evidence of progress made with pupils with profound and multiple learning difficulties when following the structured mobility programme (MOVE) particularly in developing their functional skills both in finely graded but significant steps within sessions and over time.’ \*Key stage 1 is the English equivalent of Scottish Primary 1.

‘Throughout the school, pupils with profound and multiple learning difficulties have good opportunities for experiencing situations that stimulate their senses. Physical education, including MOVE and PSHCE are particularly strong features of the curriculum for all pupils.’

‘A majority of young people are successfully increasing their confidence and physical independence. They do this through a highly effective physical movement programme which is carefully linked to their learning experiences.’

### **Physical Education and Mobility Opportunities**

‘The school has identified PE and mobility as a priority area for development. The work already undertaken through the introduction of the MOVE Programme and the development of a detailed scheme of work has enhanced the learning opportunities for children and promotes their good progress’.

‘The school has recently introduced the MOVE Programme and this has significantly improved the mobility skills.’

‘[Students and pupils] achieve well in physical education where there is a strong emphasis on the personalised MOVE Programme participating in the Sports Partnership and exercising regularly.’

‘Staff are making more links with partners to further extend vocational opportunities for identified young people. A few young people are improving their physical movement and independence through a well-organised MOVE Programme.’

### **Staff Development**

‘Staff development needs are audited annually taking account of personal and whole school needs. A good example of the planned use of the staff development process is illustrated by the whole school introduction of the MOVE Programme.’

### **Equal Opportunities**

‘The promotion of equality of opportunity is a major strength of the school. This is illustrated through the MOVE Programme. This is very effective as it enables non-ambulant pupils to move around the classrooms, corridors and play areas. Pupils have tailor-made ‘gait trainers’ which give them mobility and allow them to move around the room at will and investigate materials and displays around the school. This is also very effective in increasing self-confidence and ... independence. As a result of the MOVE Programme, all pupils are able to access all parts of the building. This also gives pupils the opportunity to make choices about where to go and who they wish to be near. Some pupils in their ‘gait trainers’ make wrong choices about where to go and they are corrected by the staff, just like any other pupil.’

‘The school is extremely effective in making sure that every pupil is fully involved in all appropriate activities. This is regardless of age, ability, gender or learning difficulty.’

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