

MOVE

Silver Quality Mark Assessment for Newfield School



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Assessor	Kerry Langsdale

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Introduction

Newfield School is a special education school for pupils aged 4-19 in Lancashire. There are currently 250 pupils on roll, with 36 pupils currently accessing the MOVE Programme. The school has been using the MOVE Programme since 2018, when they received Senior Practitioner Training. The programme is led by Aimie Gates (HLTA, Moving and Handling Lead, and MOVE Coordinator and Trainer) and Gregory Sharples (Teacher and MOVE Trainer). The team is well supported by the Senior Leadership Team, particularly Jenny Riley (Deputy Headteacher), as well as Vicky Clements (Curriculum lead), and Vicky England (Physical Development Lead), and is further supported by MOVE Link Governor, Jeremy Wood. Newfield School has continued to work on their MOVE provision, and this report details their achievements towards the Silver Quality Mark criteria.

	Centre of Excellence				Gold				Silver				Bronze			
A: 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: 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	B5			B6	B7	B8	B9
C: Effective, comprehensive procedures are in place for assessments, goal setting and progress reviews	C1				C2	C3	C4		C5	C6	C7		C8	C9	C10	
D: 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
E: Prompts are used in an effective and safe manner and allows for development of skills	E1				E2				E3	E4	E5		E6	E7		
F: 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	Evidence	Next steps
A 6 Silver	All professionals within the organisation have knowledge of the MOVE programme, including SLT and governors e.g. via awareness training.	Greg has recently delivered MOVE Awareness training to SLT, and school governors received MOVE Awareness sessions from Aimie in 2023. Jeremy, the designated MOVE link governor, plans to attend MOVE Awareness training in the future, as he would like to embed the MOVE framework within his own respite setting, Appletrees. MOVE Awareness training has been extended to other settings that pupils transition to, including various respite services, to ensure continued practice. Newfield School is redeveloping the induction process, with MOVE being fully incorporated into staff inductions. Newfield School is also developing a new approach to their MOVE provision, including a review to determine which staff are eligible to progress to the Practitioner or Senior Practitioner levels.	Refer Jeremy Wood to MOVE Europe to discuss with MOVE at Appletrees. Other settings which have been invited to MOVE Awareness training also need to be referred to MOVE Europe for further support and next steps.
A 7 Silver	The organisation has at least 1 MOVE Trainer.	Newfield School has two MOVE Trainers, Aimie Gates and Gregory Sharples. Aimie completed Trainer Reaccreditation in June 2024, and Greg completed MOVE Trainer Training in January 2024.	
A 8 Bronze	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.	At the start of Newfield School's MOVE journey in 2018, 20 Senior Practitioners were trained. 10 of those 20 are still actively working in classes with MOVE pupils. Informal refresher sessions are conducted annually to ensure retention and ongoing understanding throughout the staff team. A new action plan has been developed for further training. 17 staff members were identified for Senior Practitioner training; however, this session was cancelled due to a snow day. In place of the training, Greg facilitated a MOVE Awareness session. Twilight training sessions are scheduled for the May half-term to provide Practitioner-level training, with a full MOVE training day currently in the planning stages. Meetings are ongoing to determine the best approach for rolling out MOVE training to staff.	Plan a regular schedule of MOVE Senior Practitioner training.

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	Evidence	Next steps
B 4 Silver	There is a system in place to collect and analyse data and evidence the impact of the MOVE programme.	Evidence for Learning is used to monitor the impact of MOVE on physical development targets, including those set in IEPs and EHCPs. Progress towards these targets is regularly assessed. In addition to scheduled reviews, ad hoc reviews are also carried out, with families invited to participate. Moving forward, physiotherapists will play a more active role in this process. For post-16 learners, the MOVE framework continues to be implemented. Agencies and families are also invited to seek advice and guidance post-19 to ensure ongoing support and development.	
B 5 Silver	The organisation's MOVE action plan continues to be developed with goals based on self-evaluation.	Over the past 12 months, the MOVE Action Plan has been evaluated and revised to be more inclusive of the physiotherapy team. There is an ongoing effort to expand the multidisciplinary approach, incorporating a broader range of professionals, including nurses, PTs, and occupational therapists. Physiotherapists have proactively approached Greg and Aimie to ensure greater involvement in this expanded approach. The Action Plan was shared in the assessment and details clear goals with timeframes.	Continue to develop plans for expanding the MOVE team to incorporate a wider range of professionals.
B 6 Bronze	The organisation has a comprehensive MOVE Policy in place and MOVE is included on the school development plan.	The MOVE policy is reviewed annually. One of the key criteria in the school development plan focuses on transitioning between sitting, standing and walking, both in terms of physical ability and tolerance. Ofsted praised the implementation of MOVE within the school, highlighting the importance of transitioning as a strength. The MOVE Policy was shared in the assessment and is available to view on the school website.	
B 7 Bronze	There is an involvement from Senior Leadership Team and evidence of commitment from governors.	SLT has been proactively requesting information and arranging meetings regarding MOVE. MOVE is regularly discussed during governor meetings and is also mentioned in the half-termly bulletin from the Headteacher.	Ensure that at least one SLT member, and all Physiotherapists receive MOVE Practitioner training.

B 8 Bronze	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.	The MOVE action plan is reviewed and updated annually. It underwent a complete redraft when the new physiotherapy team began working with the school. Moving forward, the physiotherapy team will take a more prominent role in leading MOVE and guiding goal setting. A structured plan has been developed to transition pupils onto the proposed new MOVE provision. This plan has been approved by SLT and is currently being piloted.	Share details and progress of the development of Newfield's new MOVE provision.
B 9 Bronze	The MOVE coordinator has an in-depth knowledge of the MOVE Programme and is providing effective leadership to improve outcomes.	Greg and Aimie hold regular meetings with the Senior Leadership Team (SLT), particularly with Vicky England and Vicky Clements, who are new to MOVE and are learning from Aimie and Greg in six-weekly training sessions. Aimie and Greg also offer informal refresher training to the relevant school departments, as needed. Staff members have begun to approach Aimie and Greg for guidance on how to implement MOVE with their pupils, as well as seeking advice for their own CPD. Greg focuses primarily on the upper school, taking on less structured roles. He works closely with physiotherapists to ensure that targets remain relevant and adjusts prompts and support as needed to accommodate students' progress. Aimie focuses on the lower school. She runs a MOVE group every Tuesday morning, where she demonstrates MOVE skills to staff, assesses goals, and reviews MOVE programmes. Both Aimie's and Greg's roles have evolved with the integration of the new physiotherapy team. The new physiotherapists encourage participation in MOVE groups and emphasise the importance of working collaboratively with families to support student progress.	

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

	Key Criteria	Evidence	Next steps
C 5 Silver	There is a system in place to regularly review MOVE goals.	MOVE Goals are communicated and reviewed through Class Dojo and phone calls with families. Evidence of progress is captured and documented on the Evidence for Learning system, as part of the goal-setting and review process. Photos of pupils' MOVE journeys are uploaded with notes detailing progress. These are reviewed against MOVE goals and EHCP goals, and an example of this was shared in the assessment. Pupils who have graduated from the MOVE programme continue to work towards new MOVE goals and are actively working towards generalising skills. A RAG rating system is used as part of IEPs to track progress and identify areas for improvement	
C 6 Silver	MOVE Assessment Profiles have been completed for all relevant candidates, are being completed by a few staff members and monitored by the MOVE Coordinator	Aimie, Greg, and the new physiotherapy team are working together to complete assessment profiles for pupils. Following this, discussions are held with Senior Practitioners and teachers to share the assessment results and to support the creation or review of MOVE posters based on the assessment outcomes. MOVE assessments are reviewed annually. As part of the new action plan, assessment reviews will be conducted in collaboration with Aimie, Greg, physiotherapists and the teaching staff. These sessions will involve a detailed discussion of the assessment summary.	
C 7 Silver	The organisation can demonstrate progress on an individual basis for those accessing the programme.	Case studies have been developed to promote MOVE progress across the school. Each week, a "MOVER of the Week" is celebrated during the Friday assembly to highlight pupils' progress. MOVE displays throughout the school showcase pupil progress, with regular updates on achievements shared via email to all staff. A montage video was created for MOVE Day last year to share the progress made by MOVE pupils. MOVE posters are prominently displayed in classrooms, along with dedicated MOVE boards. Photos of pupils, including those taken at home, are shared with families through Class Dojo and also shown in classrooms to celebrate progress.	

C 8 Bronze	Parent(s)/carer(s) and multi-agency professionals are part of the assessment, goal setting and ongoing review of the programme approach.	Physiotherapists, Occupational Therapists and teachers and families are consulted for information for MOVE assessments. Several examples of assessment documents were shared, which include an annotated Summary of Assessment, annotated photos detailing mid-term and long-term physical goals and the relevant prompts and activities to achieve those goals.	
C 9 Bronze	There is a plan in place, with a realistic timescale, to ensure all candidates for MOVE are placed on the programme.	There is a one-year window for all current pupils, as well as September starters, to transition onto Newfield School's new MOVE structure, which sees Newfield's MOVE provision led by physiotherapists.	
C 10 Bronze	MOVE Assessment Profiles have been completed for some individuals and each has relevant goals set by themselves and/or their family.	Assessments have been completed for some pupils, with new assessments for incoming pupils being carried out in collaboration with the new physiotherapy team. Termly catch-ups with families are held, including parent consultations (parents' evenings), during which MOVE goals are discussed. Aimie and Greg provide families with guidance on goal-setting, encouraging them to think of meaningful, functional goals. Pupils who are able to participate have some level of involvement in the goal-setting process. For those who are less able to formally set goals, non-verbal communication and individual preferences are carefully considered to ensure their needs are still addressed.	

D: Delivery of the MOVE Programme is fully integrated into the curriculum and is delivered in all areas of learning

	Key Criteria	Evidence	Next steps
D 3 Silver	Individual MOVE goals are incorporated into individual learning plans (IEPs) and EHCPs.	MOVE goals are directly linked to EHCP targets and are embedded within the physical curriculum, and evidence of this was shared in the assessment. MOVE intervention sessions are run for anything that might be missed, ensuring extra time and support to practice physical skills.	
D 4 Silver	Individual MOVE activities are seamlessly integrated throughout the school day, with appropriate prompts and natural environment being used effectively to support learning.	The MOVE Programme is an integral part of the curriculum, and testimony confirming this was given by Deputy Headteacher, Jenny Riley. MOVE posters are displayed around the school, and Evidence for Learning documentation is sent home to families to keep them informed. Errands, such as retrieving items from the fridge, are included in movement practices, ensuring learned skills are functional and happening throughout the day. Additional equipment has been ordered to enable pupils to transfer themselves more independently, reducing the need for staff assistance. Photos of pupils practising movement skills in classes were shared.	
D 5 Bronze	Parent(s)/carer(s) are being encouraged and supported to deliver the MOVE programme at home.	MOVE is actively promoted on Class Dojo, with parents invited to participate in MOVE sessions and MOVE Day. Parents are invited to MOVE sessions, and demonstrations are incorporated into annual reviews to support MOVE at home. Frequent communication with families is maintained through messages and phone calls. Greg runs "Lads and Dads" coffee mornings aimed at destigmatising male carers. MOVE posters are sent home, as well as leaflets with MOVE information, and photos and videos demonstrating how to practise MOVE at home. To celebrate success, MOVE award certificates are given out weekly and sent home. Additionally, parents can request equipment to be sent home during school holidays to continue supporting their child's development. Videos demonstrating how to practice skills at home are sent to families to support learning outside of the classroom environment.	Share resources on the 'Lads and Dads' sessions with MOVE Europe for the Resources area.

D 6 Bronze	Trans-disciplinary teamwork is demonstrated showing that physiotherapy and parent(s)/carer(s) agree with and are involved in the MOVE Programme.	Significant progress has been made recently, particularly in the area of goal setting, due to the process being led by physiotherapists. Previously, there were challenges in aligning the goals set by physiotherapists with those of families, but this is now being addressed through closer collaboration. The team is now working more cohesively, with assessments conducted alongside families and physiotherapists. Class teachers and physiotherapists are involved in these initial meetings, though Greg and Aimie are not directly participating at this stage. Feedback from physiotherapists is then sent to Aimie and Greg for further action and support.	
D 7 Bronze	The organisation encourages active participation from individuals on the MOVE programme and, where possible, individuals have an awareness of what they have to do in order to improve their functional skills.	Intervention groups are in place to focus on specific skills, such as bench sitting. These groups not only support student development but also show teachers how to effectively run these activities and integrate them into their classes. A pupil recently began walking independently after regaining skills lost during the COVID-19 pandemic. The pupil recognises the increased independence gained from walking and is motivated to continue practising. Another pupil has an awareness of the need to practice transitioning out of her wheelchair and is focusing on basic errands to improve her mobility. MOVE graduates continue to practice their skills in sensory environments, including activities like going up and down steps, to ensure skills are generalised.	
D 8 Bronze	There is evidence that the individual's agreed goals/targets are being integrated into lessons using appropriate teaching and learning strategies.	Pupils are supported in walking to the bus as part of their daily routine. For bathrooms and personal care, Aimie runs demonstrations for lunchtime welfare assistants and HLTAs, ensuring staff are equipped to support pupils effectively throughout the school day. Greg focuses on specific pupils who join his group for targeted work on transfers. He also shares relevant information with teachers to ensure consistent support and progress across all areas.	

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

	Key Criteria	Evidence	Next steps
E 3 Silver	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.	As well as digital and physical information being sent home over the holidays to support MOVE Programmes outside of school, Newfield also loans out equipment. Aimie keeps a database of which pupils need to borrow specific equipment, which pupils already have access to equipment, and which pupils are unable to access equipment. Evidence of this was shared during the assessment.	
E 4 Silver	Equipment is tailored to the needs of individuals. It is used effectively alongside Prompt Adjustment Plans.	There is consistent and effective communication with physiotherapists to adjust and procure equipment as needed to support pupils' prompt adjustment plans. The team is always mindful of not over-prompting pupils, and there is a continuous effort to remove unnecessary components of equipment. Teachers are aware that prompts are temporary and should be adapted throughout the day depending on the activities. Seating and chair angles are briefly adjusted during activities to promote movement practice. A 10-minute section of the Movement and Handling training focuses on adjusting prompts.	
E 5 Silver	The organisation makes creative, safe and effective use of their environment to teach new skills. E.g. cruising along tables in the classroom.	As part of the school's development plan, there is an emphasis on increasing outdoor provision. The renovated garden and the new extension being built for PMLD pupils will feature overhead hoists and high ceilings to support more diverse mobility needs. MOVE is integrated into everyday activities, such as washing hands, to promote physical engagement in routine tasks. Wall posters are displayed around the school to prompt both staff and pupils to practice MOVE-related skills throughout the day. Aimie and Greg regularly share anecdotal information with teachers, illustrating the benefits of increased mobility and independence for pupils. The natural environment is actively used during MOVE groups and Movement and Handling training. Pupils are encouraged to use their environment to support their independence, rather than relying on	

		people. Additionally, there is a strong focus on promoting repetition of essential skills, such as using cups and other universally applicable tasks, to reinforce independence.	
E 6 Bronze	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.	Newfield has established a clear referral process for obtaining equipment through physiotherapists and occupational therapists, and all staff are well-informed about the procedures for repairing and acquiring equipment. Movement and Handling training is included in the induction for all new staff, with Aimie running refresher sessions every two years. These sessions cover important aspects such as how to report issues and how to properly measure for slings. Additionally, staff are encouraged to get into the equipment themselves to experience how it feels and better understand its impact on the pupils. Going forward, Newfield is aiming to purchase new equipment to fill any gaps in resources.	
E 7 Bronze	The information recorded in the Prompt Adjustment Plan is effectively conveyed to and understood by those delivering the programme.	Senior Practitioners are responsible for communicating prompt adjustments to teachers. Past prompt adjustments can be found in the pupil's archive of past MOVE posters, ensuring that all staff are aware of any changes or updates to the approach. MOVE posters are designed to outline how to teach specific skills and adjust prompts.	

F: The organisation is a positive ambassador of MOVE and actively promotes MOVE across a range of networks

	Key Criteria	Evidence	Next steps
F 4 Silver	The organisation contributes materials to the MOVE resources area and/or case studies.	Newfield School has made contributions to the MOVE resource area in the past, such as a MOVE & Craft Session Plan. There will be opportunities to share resources and strategies for pupils working on floor-level skills once this is further developed. Photos can be difficult to share due to permission restrictions, but anonymous written case studies have been developed to showcase the progress of pupils, including pupils with degenerative conditions. MOVE lesson plans are also available to be shared.	Share anonymous case studies and lesson plans with MOVE Europe.
F 5 Silver	Evidence demonstrates collaborative working with Local Authority, Health and Therapy provision through appropriate avenues.	Every half term, Aimie is invited to multi-therapy meetings, which include professionals from the VI, HI, and Physiotherapy teams. These meetings focus on discussing the needs of children who will be joining the school over the next year or two, enabling proactive planning for future MOVE pupils. Newfield School collaborates with Seashell Trust to gain input on how to incorporate MOVE with sensory impairments. Aimie visits Mayfield School for MOVE-related tips and to tour other schools, learning from their experiences and best practices. As part of the school's commitment to excellence, it has been recognised as an Inclusion Quality Mark Flagship School, with Ofsted impressed by the successful implementation of MOVE. Governor Jeremy Wood runs a respite service and is involved in discussions that may eventually lead to links with adult provision, further extending the benefits of MOVE beyond the school setting. Go Kids Go, an organisation specialising in wheelchair use, conducted a training session with Mayfield School, and MOVE was considered within this training. MOVE has also been promoted to other schools, with Carol Diggle from Firwood School attending MOVE Day last year, where resources were shared with her to promote MOVE at Firwood School. Information about MOVE has been shared with the Rainbow Hub, a charity	Refer Rainbow Hub to MOVE Europe for further guidance on how they can start their MOVE journey.

		providing therapeutic services for children and young people with physical disabilities, to support the integration of MOVE into their practices.	
F 6 Silver	The organisation participates in the annual national MOVE Day and other events that could further raise the profile of MOVE.	MOVE Day was a significant success last year, with Newfield School winning the MOVE Day Award at the 2024 MOVE Conference. MOVE Day plans from 2023 were also shared in the assessment, detailing a wide variety of activities across the curriculum. In addition to the annual MOVE Day, termly WOW events also incorporate MOVE, summarising and celebrating the theme of each term.	
F 7 Bronze	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.	The school blog includes regular updates about MOVE. MOVE is prominently displayed throughout the school, reinforcing its importance and encouraging ongoing engagement from staff and pupils alike.	
F 8 Bronze	The organisation is tracking participants' progress on the programme over time with video evidence, which can be shared with MOVE Europe.	A case study was shared at a recent MOVE network meeting. Videos from MOVE Days are regularly shared throughout the school to showcase pupil progress and celebrate achievements. Videos and photos are shared on Evidence for Learning to document progress, and these are made available to staff and families.	

Summary

Newfield School continues to demonstrate a desire to provide a high-quality MOVE Programme. Aimie and Greg are particularly dedicated to MOVE, despite time constraints, implementing creative and exciting initiatives, such as the 'Lads and Dads' sessions. Over the past year, there have been plans to significantly restructure the MOVE Programme, ensuring closer collaboration with physiotherapists. This review of MOVE focuses on both the practical and strategic elements of the Programme to ensure MOVE goals are centred and prioritised across a multidisciplinary team. We look forward to seeing how this change further develops Newfield's MOVE Programme.

Key areas to focus on going forward include:

- Sharing case studies and permissions with MOVE Europe (see Next Steps sections).
- Connecting MOVE Europe with the schools and provisions that are interested in MOVE, such as the Rainbow Hub.
- Ensure a regular schedule of MOVE training to maintain the number of MOVE Practitioners and Senior Practitioners and to support with ongoing succession plans.
- Assess the development and implementation of the restructured MOVE Programme at Newfield School, and the involvement of the new physiotherapy team, to ensure a high-quality provision.
- Ensure active involvement of Senior Practitioners and appropriate support across the whole team for Aimie and Greg, with a clear succession plan.

Result

Congratulations, Newfield School has been awarded the Silver Quality Mark, valid for 2 years.