

MOVE

Gold Quality Mark Assessment for Wyvern Academy School



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Introduction

Wyvern Academy is a maintained special school for pupils with complex needs aged 2-19 in Weymouth, Dorset. There are currently 15 pupils on the programme, with many more using the MOVE ethos within daily learning. Wyvern Academy has been using the MOVE Programme since 2013 and is led by Sue Marshall, MOVE Coordinator and Manual Handling Officer. Sue is supported by Katherine Seymour, Headteacher, and Richard Holt, Deputy Head, who support the embedding of MOVE across the school at a strategic level. This report details their progress against the Gold Quality Mark criteria and notes their ongoing drive to supporting children to access and effectively use the MOVE Programme.

	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			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	Any next steps
A 3 Gold	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).	Sue Marshall has a robust understanding of the MOVE Programme and has delivered Practitioner training routinely to staff since 2013 after becoming the school's MOVE Trainer. The school regularly attend their regional MOVE network meeting and the annual MOVE Conference.	
A 4 Gold	All professionals within the organisation have an understanding of the programme and its benefits (including Senior Leadership Team and Governors).	Full support for MOVE is apparent from the Senior Leadership Team (SLT) and the Governors. MOVE is an integral part of the school and with Katherine joining the school as Headteacher this year, there is already a clear understanding of what MOVE is and how to embed this across the school further.	
A 5 Gold	The organisation has at least 2 MOVE Trainers and both have delivered both in-house Practitioner and Senior Practitioner training.	Sue Marshall and Amy Reynolds are the school's two MOVE Trainers, and both have delivered training internally to staff. Amber Matthews is due to become the school's third MOVE Trainer in November 2022, which will ensure succession of the programme in the years to come. Staff are currently trained to just Practitioner level.	Select a key group of staff and train them to Senior Practitioner level.
A 6 Silver	All professionals within the organisation have knowledge of the MOVE programme, including SLT and governors e.g. via awareness training.	Practitioner training is delivered every September in addition to MOVE awareness sessions across the academic year. On the visit I was able to see a dissemination of trained staff, including the SLT.	
A 7 Silver	The organisation has at least 1 MOVE Trainer.	Sue Marshall and Amy Reynolds	
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.	Wyvern Academy has 2 x MOVE Trainers and MOVE Practitioners. An action has been identified to train current Practitioners to Senior Practitioner Level.	

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	Any next steps
B 2 Gold	There is an appropriate succession plan in place for the MOVE Coordinator and SLT Sponsor in the event of staff changes.	There is a clear succession plan with Amy primed to take the lead with MOVE in the event of Sue's departure from school, and Amber being upskilled to Trainer level in the upcoming months. Sue evidenced mentorship plans for Amber.	
B 3 Gold	The organisation actively plans for when participants move on, either to secondary school, post 16 or adult services.	The MOVE development plan identifies ways in which Wyvern can connect with adult services settings to support transition for the schools older cohort. There is also potential for the setting to host awareness sessions for schools in their conference room. Ideas regarding how to raise awareness of MOVE within the Teaching Alliance of Dorset Schools were discussed.	Develop a MOVE Ambassador role.
B 4 Silver	There is a system in place to collect and analyse data and evidence the impact of the MOVE programme.	Richard Holt presented a new school database that the whole school has access to, which includes a pathway for MOVE with the whole MOVE Programme on. This database enables teachers to quickly and easily update and track pupil progress.	
B 5 Silver	The organisation's MOVE action plan continues to be developed with goals based on self-evaluation.	Sue plays a key role in reviewing the MOVE Action Plan and holds regular discussions with the SLT regarding how MOVE is being used in practice and problem solve any areas that may need adjusting.	
B 6 Bronze	The organisation has a comprehensive MOVE Policy in place and MOVE is included on the school development plan.	The MOVE Development Plan is intertwined with the Schools Development Plan. When speaking with Katherine it was clear that the school is working towards embedding the programme to an even higher level.	
B 7 Bronze	There is an involvement from Senior Leadership Team and evidence of commitment from governors.	Yes – see B6 and A6.	
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.	A clear action plan is in place for MOVE at Wyvern academy and is regularly reviewed by the MOVE Coordinator and Senior Leadership Team.	
B 9 Bronze	The MOVE coordinator has an in-depth knowledge of the MOVE Programme and is providing effective leadership to improve outcomes.	As MOVE Coordinator Sue has significant knowledge of the MOVE programme and has integrated MOVE into the school's agenda well.	

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

	Key Criteria	Evidence	Any next steps
C 2 Gold	The organisation is involving a wider range of professionals in the assessment, goal setting and progress reviewing processes (VI, HI, MSI, SLT etc).	Yes – assessments involve input from the Speech and Language Therapist (SaLT) and SLT in addition to family and physiotherapists (PTs).	Upskill key Senior Practitioners to lead assessments.
C 3 Gold	Effectiveness of the MOVE Programme is collected and shared with Senior Leadership Team, governors and MOVE Europe annually.	MOVE pupil progress and programme implementation is reviewed weekly with SLT. The opportunity to be involved further with network meetings to share good practice with other settings was discussed.	Lead on an agenda item at a future South West Network meeting.
C 4 Gold	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 assessment cycle is reviewed every 6 months unless a MOVE pupil needs to be seen sooner. MOVE is also incorporated into Individual Education Plans (IEPs) and Education, Health and Care Plans (EHCPs). During the visit I met with a graduate who is now using the MOVE ethos to develop his confidence.	
C 5 Silver	There is a system in place to regularly review MOVE goals.	Goals are reviewed on a 6 monthly basis unless they need adapting or changing earlier. This is achieved through clear communication between the MOVE Coordinator and MOVE Practitioners.	
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	All pupils accessing the programme have a completed Assessment Profile. Sue is currently the primary member of staff completing and monitoring Assessment Profiles.	See C2.
C 7 Silver	The organisation can demonstrate progress on an individual basis for those accessing the programme.	Progress is captured on one page profiles and goal setting documents in addition to the new school database.	
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.	Captured in C2 feedback.	
C 9 Bronze	There is a plan in place, with a realistic timescale, to ensure all candidates for MOVE are placed on the programme.	All candidates who can be on the MOVE Programme are accessing it. New pupils are assessed as and when they join the school.	
C 10 Bronze	MOVE Assessment Profiles have been completed for some individuals and each has relevant goals set by themselves and/or their family.	Family and children themselves where possible set a goal that is important to them. The MOVE Coordinator assists in shaping short- and long-term goals also.	

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
D 2 Gold	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.	It was clear from observing a sensory lesson that each child was working on their individualised MOVE goals at every opportunity. The school has use of a Hydro pool and Rebound which are also used to facilitate MOVE skill practice.	To create a case study using observations of MOVE in class.
D 3 Silver	Individual MOVE goals are incorporated into individual learning plans (IEPs) and EHCPs.	Yes – MOVE is incorporated into IEPs and EHCPs.	
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.	In addition to evidence in D2, 2 children within the MOVE room were working together to build their confidence up. Both children used the space to encourage independent movement through motivational games.	
D 5 Bronze	Parent(s)/carer(s) are being encouraged and supported to deliver the MOVE programme at home.	This is in place with strong relationships with families evident.	
D 6 Bronze	Trans-disciplinary team work is demonstrated showing that physiotherapy and parent(s)/carer(s) agree with and are involved in the MOVE Programme.	Yes- Sue shared a testimonial from physio and SaLT reflecting how MOVE has impacted their roles positively.	
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.	Yes – see D4.	
D 8 Bronze	There is evidence that the individual's agreed goals/targets are being integrated into lessons using appropriate teaching and learning strategies.	All students work on their MOVE skills throughout the day as they are incorporated into their IEP targets.	

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

	Key Criteria	Achieved? (Evidence)	Any next steps
E 2 Gold	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.	The school benefits from a fully equipped MOVE room for the early stages of skill acquisition, in addition to slopes, uneven ground and steps across different areas of the setting.	
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.	The school works closely with families to share ideas and good practice to incorporate MOVE at home. Where possible, parents/carers are able to take equipment home to facilitate continued MOVE progress.	To identify and share with MOVE a home/family MOVE focussed resource.
E 4 Silver	Equipment is tailored to the needs of individuals. It is used effectively alongside Prompt Adjustment Plans.	Sue as Moving and Handling Coordinator can observe and support individuals in this accordingly.	
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.	Initial support starts in the MOVE room and once the teaching of the skills has been achieved by Sue, it is then encouraged to be practiced and used in alternative learning environments. Including spontaneous learning opportunities.	
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.	The equipment available is safe and reviewed accordingly by Sue and the Manual Handling Lead.	
E 7 Bronze	The information recorded in the Prompt Adjustment Plan is effectively conveyed to and understood by those delivering the programme.	Yes – now on a very accessible database for teachers to access in class efficiently.	

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
F 3 Gold	The organisation promotes the MOVE Programme to other agencies and relevant organisations within their sphere of influence.	This is an area of development, however, is on the settings radar and improvement plans and supported by SLT.	Identify suitable organisations to promote MOVE to.
F 4 Silver	The organisation contributes materials to the MOVE resources area and/or case studies.	This is an area of development; effective resources are to be shared with MOVE Europe alongside the brilliant case studies seen in setting during the visit.	See E3
F 5 Silver	Evidence demonstrates collaborative working with Local Authority, Health and Therapy provision through appropriate avenues.	There is a clear relationship between therapy provisions alongside ongoing work to develop collaborative work with the LA's. In house this is very well embedded action is to now look outwardly with this.	
F 6 Silver	The organisation participates in the annual national MOVE Day and other events that could further raise the profile of MOVE.	The school participate in MOVE Day each year and celebrates MOVE across the school and with families.	To participate with MOVE events. E.g., Conference/Network Meetings
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.	Yes in addition to the MOVE room, there is a MOVE display board in the main corridor and alongside a room which has additional equipment and MOVE children's goals in place. This area is specifically used for teachers and not in direct sight of visitors. MOVE is also on the school website also under the curriculum tab.	
F 8 Bronze	The organisation is tracking participants' progress on the programme over time with video evidence, which can be shared with MOVE Europe.	Yes we discussed on the visit how great it would be for Wyvern Academy with their new database to capture video evidence which can be created into a fantastic case studies.	Create a video case study to share with MOVE Europe.

Summary

Wyvern Academy has worked exceptionally hard to maintain a high level of MOVE Programme delivery in since their previous Quality Mark assessment. It was fantastic to see the work the MOVE Coordinator has put in place for children on the programme and to hear how supportive the Senior Leadership Team are also in progressing forward with the programme. COVID has had a huge part to play in the achievement of certain criteria, however from the dedication seen during the assessment, there are plans to develop external engagements and continue to strive in the use of the MOVE Programme across the school with CPD opportunities available to staff meaning more children can access the programme in years to come. With the completion of the below actions, Wyvern Academy could reach Centre of Excellence status within the next academic year:

- Identify and train a key group of staff to Senior Practitioner level. If staff cannot be released from class for a full day, training can be delivered in a way that meets the school, such as through Twilight sessions.
- Sue to continue mentoring Amber prior to her MOVE Trainer course in November 2022.
- Develop professional relationships externally with schools, local authorities and other suitable services to promote the MOVE Programme.
- Establish connections with adult services to secure and embed effective transitions for MOVE students who will be going into adult care.
- Create a video case study for use on MOVE Europe's website and social media. Please see Ibrahim's Video on the Resource Area as an example.
- Contribute family and/or MOVE at home resources to the MOVE resources page
- Identify an area of MOVE best practice within Wyvern Academy and showcase it to other MOVE schools at an upcoming Southwest Network Meeting.
- Identify Key Senior Practitioners who are confident in carrying out MOVE Assessments.
- Continue to work towards Centre of Excellence criteria.

Result

Congratulations, Wyvern Academy has been awarded the Gold Quality Mark, valid for 3 years.