



The MOVE Programme

# Quality Mark and Centre of Excellence Report

For

## Willow Dene School

Report Date	April 2020
School	Willow Dene School
School Address	Greenwich, London
Inspection Date	13 <sup>th</sup> February 2020
Assessor	Charlotte Peck



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## Introduction

Willow Dene School is a special school in Greenwich for children aged 2-16 with severe and profound learning difficulties and autism spectrum disorder, with 248 pupils currently on role and 26 pupils currently on the MOVE Programme. Willow Dene School was rated as good at their most recent Ofsted inspection in 2019 and is now part of The Compass Partnership of Schools, a multi-academy trust.

The MOVE Programme was first introduced at Willow Dene School in 2008, their first Quality Mark was obtained in 2012 and they achieved Centre of Excellence status in 2016. This report summarises the reassessment of the school's Centre of Excellence and Quality Mark status.

## Summary

The MOVE Programme at Willow Dene School continues to be delivered to a very high standard, with a knowledgeable core MOVE team and great support from the headteacher. Lisa Parascandolo leads the core MOVE team, which is made up of herself and two other MOVE trainers. The organisation has strong support from Oxleas NHS Physiotherapy team.

The MOVE Programme remains very well embedded across all areas of the school, with the teaching teams in each classroom being aware of the programme and its use for individual children. Staff feel confident in practising the skills and senior leadership clearly understand the benefits of the programme and are committed to its development.

Willow Dene School continues to be an example of outstanding practice. The school should be commended for their ongoing commitment to the MOVE Programme and achieving the best possible outcomes for their children. Willow Dene School therefore has retained their Quality Mark and Centre of Excellence status.

## Report Detail

### 1. Strategy and Planning

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

- Willow Dene has a MOVE action plan that is specific and has timely goals set. This is updated termly. MOVE is also included as a TLR role within the school and therefore MOVE goals are also included within Lisa's leadership targets.
- MOVE is included on the curriculum coverage document for Key Stages 1, 2, 3 and 4 and independence is at the core of the Willow Dene curriculum.
- There is a specific MOVE Policy and MOVE is also referenced in multiple other policies including the Physical Activity Policy and the playtime protocol which encourages independence to be built into playtimes for all children.
- The school's commitment to MOVE continues to be demonstrated through its prominent display within the school, the provision of Lisa's role, allocation of MOVE training and dedication to ongoing development and MOVE events and networks.

### 2. Individual Analysis Assessment

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

- All members of the core MOVE team carry out initial assessments. Each individual on the MOVE Programme has an assessment profile which is updated twice annually in April and October. Lisa usually updates these, and the wider core MOVE team support the process.

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- Willow Dene are currently working on implementing a new assessment framework; Evidence for Learning. They are beginning to work on including the MOVE assessment within this framework. This will be a useful way of tracking progress over time and at a cohort level.
- Willow Dene has a large population of pupils with complex needs who are working on head control; therefore, the physiotherapy team, together with the MOVE coordinator, have developed a 'Heads First' programme that concentrates more specifically on this skill. Once individuals master this, they are moved onto the MOVE Programme. In addition to 26 on the MOVE Programme, there are 25 pupils on this programme. This is a useful way of ensuring individuals are receiving the most useful input for them. The school must continue to ensure that each child benefits from the MOVE ethos of raising and challenging expectations, no matter which programme they are on.

### **3. Improvements and Quality of Provision**

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

Clear evidence was seen of objectives for improvement of the quality of provision at all levels of Willow Dene School:

- There is a strong commitment to the delivery of the MOVE Programme at whole school level, demonstrated by the MOVE action plan and conversations with the MOVE coordinator and SLT. There is a good deployment of MOVE practitioners across the school and the school benefits from 3 MOVE trainers who are on hand to provide advice and support when needed.
- The MOVE action plan details improvements to be made and this is fed into the school development plan.
- MOVE is presented once a year when the leadership team meet with the governors to present on their TLR roles; with the presentation focusing on the contribution to school through the role. This ensures accountability at all levels of the organisation.

### **4. Improved Planning**

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

- Staff across the school have access to support from the MOVE coordinator and MOVE trainers to suggest new ideas and discuss issues.
- Individual teacher's planning incorporates opportunities for MOVE skills throughout their lessons. MOVE is included in weekly lesson plans and was mentioned on topic descriptions for a variety of classes.
- Individualised movement opportunities were observed in a range of session plans that were seen on the day. References to individual programmes, MOVE opportunities and pupil voice were included throughout.
- MOVE Programme reports are created to pass onto the next organisation when the child moves on from Willow Dene. The core MOVE team will further investigate how to roll this out to the adult services that some pupils move on to.

### **5. Regular Reviews**

*Regular reviews of the progress made by individuals on the MOVE Programme:*

- There are regular reviews of children. MOVE reviews focus on areas of success, areas for development and also parent views.
- MOVE Assessment Profiles are updated twice a year by the MOVE coordinator.
- Progress at the group level is collated and assessed annually. The data can also be cut individually or by groups.

### **6. Staff Skills**

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

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- Willow Dene School currently has 3 MOVE Trainers which is a good ratio for the number of children on the programme. It allows for the staff team to have ongoing support from the trainers when they need it. As re-evaluation of wider responsibilities of the team and capabilities to deliver the same high standard of programme delivery should be conducted at regular intervals to ensure standards remain high.
- The MOVE Programme is included in the induction process for new staff members and is delivered by Lisa. In addition, members of staff are also trained in hoist work and moving and handling. Governors also have a MOVE induction.
- The core MOVE team run whole school awareness training as well as individual class sessions that are tailored to the specific needs of that class and the pupils in it. MOVE training includes information about the roles and responsibilities of the MOVE team so that staff members know where to go for help.
- The core MOVE team attend external MOVE events including conferences, user groups and regional networks where possible to improve their skills. In particular, Lisa has begun working more closely with the MOVE Europe team as an Associate Trainer and is due to present at the next MOVE Conference. Lisa should continue to develop her confidence as a MOVE Associate Trainer through the delivery of more training as this is a valuable learning and development experience.

### **7. Maintaining Functional Skills**

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

- The school benefits from a wonderful building and environment, with wide corridors and big classrooms, ensuring skills can be practised regularly. Slopes have been built into the school building and there are staircases that can be used to practice steps. There are also quiet spaces and breakout spaces, meaning skills can be practised safely and without distraction at the acquisition level.
- There is a large hydrotherapy pool which is timetabled into pupils' weeks. MOVE targets are included into these sessions where appropriate.
- The outdoor environment is also conducive for the practising of MOVE skills, with a forest school and sensory garden providing uneven ground and motivating environments for movement practises.
- It was clearly evidenced on the learning walk and through the observation of lessons that children on the MOVE Programme have access to the relevant pieces of equipment needed to further their skills and children were observed making use of this equipment throughout the school day.
- Equipment is adjustable and allows for removal of the systematic reduction of prompts. Class teams have to ensure the maintenance of equipment and of the learning environment.
- Willow Dene has created guidance for walkers/ pacers and there are control measures and risk assessments in place.

### **8. Involvement of Whole Team**

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

- Willow Dene has a range of approaches to ensure that the whole team are involved in the delivery of MOVE and assessment of progress. Parents are kept up to date with the programme in many ways, including achievement evenings, newsletters updating on MOVE, and coffee mornings for parents are run every half term.
- The MOVE Programme has an in-depth description on the school's website and Willow Dene actively promote the achievements of children on the programme on their twitter feed. MOVE is prominently displayed across the school.

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- The collaborative and transdisciplinary approach of the MOVE Programme is clearly being adopted in Willow Dene School, with therapy and education being involved at every stage.

### **9. Range of Approaches**

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

The MOVE Programme is obviously deeply embedded in the philosophy of Willow Dene School and has been for many years.

- There is clear evidence of appropriate teaching and learning strategies based on an analysis of the child's need and a monitoring of their progress. This was observed at various points throughout the assessment visit. Individualised communication strategies and activities were happening throughout the day and class staff understood the importance of MOVE.
- IEPs ensure that teaching and learning focuses on the individual needs of the children.
- MOVE is included in policy and planning as referenced in point 1. Effective systems are in place for monitoring delivery of the programme and Lisa and the core MOVE team are available to provide support to class teams if there are any areas they are struggling with.

### **10. Procedure for Monitoring, Assessing Improvements**

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

- A MOVE policy is in place, as well as a MOVE action plan that feeds into the school development plan.
- MOVE is included in leadership reports, including the therapy team leadership report to governors.
- From conversations with the MOVE Coordinator and Headteacher, it is clear that Willow Dene school remain committed to improving and fine-tuning their MOVE Programme delivery.
- Willow Dene School have been collecting data on the outcomes of the MOVE Programme since 2009. In the autumn, evidence is grouped together for all pupils in one document to evaluate improvement at the group level. The school should consider whether they can do any more with this data and should aim to share it with MOVE Europe once it is anonymised.
- The MOVE team were also interviewed as part of the school's Challenge Partners assessment. The school's physical provision was deemed to be very good. This provides an additional level of monitoring and assessing the outcomes of the programme.

### **Recommendations:**

The MOVE Programme is delivered to an excellent standard at Willow Dene School. The MOVE ethos is clearly embedded, and the school should be commended

The delivery of the MOVE Programme could be further enhanced by;

- Demonstrating the impact that the programme has through the analysis and presentation of the data that the school have been collecting over the past decade and sharing this with MOVE Europe who can promote it more widely.
- Continuing to develop Lisa's confidence as a MOVE Associate Trainer throughout continued involvement with external training opportunities.
- Ensuring the MOVE ethos remains paramount in the Heads First programme that the school are developing, making sure children are placed on the MOVE Programme when ready.
- Continue to develop the school's influence within the wider MOVE network, including promoting the programme to other settings that could benefit from it.
- Continuing to share case studies and blogs with MOVE as well as documents to be included on our new resources area. As a Centre of Excellence, this is a useful way to fulfil the required wider promotional commitments.



## MOVE Centre of Excellence Criteria

SCHOOL/CENTRE/ORGANISATION: Willow Dene School, Greenwich

ASSESSMENT DATE: January 2020

ASSESSOR: Charlotte Peck

STANDARD	STANDARD MET	STANDARD NOT YET MET	DEVELOPMENT POINTS
1: The MOVE Programme is fully integrated into organisation policy, procedure, curriculum and individual learning programmes for schools / policy, procedure and individual programmes for adult provision and other services.	X		
2: The organisation has a core MOVE Team with an officially appointed MOVE Co-ordinator and at least two MOVE Trainers (one of which could be the Co-ordinator), ensuring there is an appropriate succession plan in place in the event of staff changes.	X		
3: There are appropriate policy and procedures in place that demonstrate continuity and progression of participants on the MOVE Programme through the organisation and transition into the next organisation.	X		
4: The six steps of the MOVE Programme are fully integrated into all areas of learning.	X		
5: Trans-disciplinary teamwork is demonstrated, showing that therapy and parents/ carers agree with and are involved in the MOVE Programme. This includes their involvement in goal setting and celebrating success.	X		
6: A regular schedule of ongoing in-house Practitioner training is provided within the organisation for all members of the team (including parents).	X		Continue to ensure there is a high ratio of MOVE practitioners across the school through a regular schedule of training.
7: A safe environment is provided that ensures health and safety procedures meet required legislation, particularly with reference to manual handling.	X		
8: The MOVE Programme is made available to all eligible participants and opportunities are provided for participants to be involved in the planning process of their programme.	X		
9: Effective record keeping is maintained, documenting progress on the MOVE Programme.	X		
10: Evidence that supports the effectiveness of the MOVE Programme is collected and shared with the	X		There is an opportunity to further explore the group level data that has been collected since 2009. MOVE are

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MOVE Head Office annually.			happy to help with this.
11: The MOVE Programme is mentioned on the organisation's website including a link to the MOVE Programme website.	X		
12: Visitors who wish to see MOVE in action are welcomed.	X		More active promotion of the programme could be a focus for the next few years.
13: The staff across the organisation are able to explain the positive implications of using the MOVE Programme and how the equipment and materials are used.	X		
14: Interested parties are helped to understand the process of implementing MOVE and the time/cost implications.	X		MOVE Europe to provide more explicit information on the process of schools joining MOVE and the cost implications.
15: The organisation is a positive ambassador of the MOVE Programme and participates in the annual MOVE day and any other appropriate events that could further raise the profile of the MOVE Programme.	X		
16: The organisation actively promotes the MOVE Programme across a range of networks as part of outreach and support work to other relevant organisations within their sphere of influence.	X		Continue to promote MOVE within local networks.
17: The organisation demonstrates local authority and health collaborative working by promoting the MOVE Programme to the Local Authority through any appropriate avenues.	X		
18: The organisation maintains regular communication with the MOVE Head Office and passes on any relevant information that may be of interest, including providing regular updates of internal developments and any examples of wider interest in the MOVE Programme from external parties.	X		
19: The organisation demonstrates involvement with the wider MOVE network, including; <ul style="list-style-type: none"> <li>- delivering MOVE Training where possible at the request of the MOVE Head Office</li> <li>- attending MOVE Conferences and User Group meetings</li> <li>- contributing to ongoing development initiatives within The MOVE Programme organisation.</li> </ul>	X		