



## **Investors in Pupils Reassessment Report**

<b>Name of School:</b>	Oxfordshire Hospital School
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<b>Date of Assessment:</b>	Monday 9 <sup>th</sup> March 2015
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<b>Local Authority:</b>	Oxfordshire

### **Context of the School:**

The Oxfordshire Hospital School takes pupils of all ages who are experiencing either medical or mental health conditions and educates them using three sectors - the Children's Hospital Teaching Sector, a Psychiatric Unit for Students and an Outreach Teaching Sector. Pupils admitted remain on their 'home school' roll and are based at the hospital school for as long as they need.

The school liaises closely with the pupils 'home school' to ensure that the education they deliver is appropriate and that pupils are making the required progress. If necessary the school will refer pupils for home tuition. Sessions for pupils in the Hospital School consist of 1:1 sessions at their bedside, working in the classroom and group sessions with other pupils.

The school's last Ofsted Inspection was in 2012 when inspectors noted that students showed an excellent attitude to learning and that 'Students' views are carefully considered by staff.' and 'Displays feature students expressing their positive views on their experiences in the school.'

The school successfully also earned the Investors In Pupils Award in 2012 and stated that they wanted to achieve the award to 'endorse current good practice and ensure pupils have a voice in all areas of the school'. This remains the case and every staff member works to ensure that the pupils are able to have an impact on all areas of the school. Recent challenges concerning senior leaders have not been allowed to have a negative impact on pupils being fully involved in the school.

Investors in Pupils has not only been embedded in the school but the Leadership Team and staff have built on the principles and now every significant change gets questioned from a pupil impact perspective.

### **Areas for Development as detailed in the last report**

There were no areas for development identified in the last report.



## **Strengths of the school, which support the principles of 'Investors in Pupils'**

### **Learning**

From the moment pupils arrive at the Oxfordshire Hospital School it is made clear to them that support is available to help them to continue their education despite the other challenges they clearly have. The Hospital School works closely with pupils, parents and the 'home school' to develop a 'Personalised Learning Plan' for each pupil which is reviewed weekly and ensures they remain engaged with their learning journey. The pupils help to identify their targets and what they want to achieve during their time with the school.

At the end of every session pupils are encouraged to leave feedback by writing on speech bubbles or using audio recording devices about the parts of the lesson they enjoyed and what they would like to do next time. This instant feedback allows the staff to easily provide lessons that pupils will find engaging.

Achievement is recognised with Headteacher awards in the Oxfordshire Hospital School, which are then sent back to also be awarded at the 'home school', often during assemblies. Reports on pupils' progress is issued from the 'home school' but this will often contain input from the Hospital School, especially if a lot of time has been spent there. The school has introduced a Growth Award for pupils who show real success after initial failure, rewarding persistence, often in the face of adversity.

A pupil I spoke with was keen to tell me that she thought the school was perfect. She has ambition to be a lawyer and was also happy to demonstrate her Spanish, another lesson she is able to engage with while at the Oxfordshire Hospital School.

### **Behaviour**

Behaviour from a discipline perspective has never been a significant issue at the school. An HLTA said that she had been at the school for 18 years and in that time there had probably been less than 10 behavioural incidents.

During the learning sessions I saw pupils' attitude to learning was excellent and this was further evidenced during interviews with staff. Engaging pupils in the design of their learning plan all but eradicates bad behaviour other than that which is part of their underlying condition.

The school understands that they have a significant role to play in re-integrating pupils back into their home school after treatment and are involved extensively in this process by giving feedback to the home school and visiting to discuss progress and achievements. This helps the pupil to take their positive learning experience and attitude to learning with them when they return.

A parent told me that she had been very impressed with the school's involvement in re-integrating her child back into his year 1 class. He had spent more than 10 weeks out of school and when going back the school explained to him about discipline and the rules he must follow in his home school. This long lead in time made his re-integration much easier than it might have been.

### **School and Class Management including knowledge of school finance**

Pupils have been involved in identifying their own teaching needs and subsequently in the interview process that has brought Science, Modern Foreign Language and Maths teachers into the school.

Pupils greatly influence change right across the school including a pupil who wrote to the Hospital Head Chef to alter their purchasing process so that they only buy fairtrade bananas, a pupil who



influenced the school to purchase a subscription to 'Audible' so they could access a large library of audible books and pupils who have had significant input to the new school website which is under construction.

Pupils understand what is expected of them in class. They know the rules and they encourage each other to follow them. During the assessment I saw children in a cooking class making cakes for a fund raising event. They were all concentrating so hard to ensure they made a good job of their cakes while at the same time laughing and joking with each other. While the cakes were cooking they made posters for selling the cakes and were sure they would sell them all.

The Young Peoples Executive (YIPEE) is a key aspect of the pupil voice and largely acts as in the same way as the Pupil Council of a mainstream school. Although currently going through a re-invigoration, the group meets to discuss a number of pupil centered issues which help pupils contribute to the development of the school. One of their recent activities has been getting involved in the re-development of the school website which is currently under construction. YIPEE activities are a regular feature at Governor meetings.

A local school visited OHS and subsequently wanted to raise money and donate a piece of equipment to the school. When they did so the OHS pupils decided that they would like to get a heat press that they could use to design and print t-shirts and bags.

### **Attendance**

The school has seen an uptake of sessions by teenagers due to listening to pupils saying they need help, particularly with GCSE Maths, English, MFL and Computing and the school now has specialist teachers in these curriculum areas, which has boosted pupils' participation in these subjects. Pupils really enjoy the opportunity to get involved in projects which reach outside of the hospital school itself. The school is particularly proud of their art projects, evidence of which can be found around the school, throughout the hospital and further afield such as a current display at the Ashmolean Museum in Oxford.

Pupils also appreciate that while being at the school they have the opportunity to get involved and impact on their immediate environment.

A Governor told me the school has found that engaging at this level with pupils is often the best way to engage with the parents about education also. When parents see how much education helps pupils to deal with what they are going through they are keen to support in any way they can.

### **Induction**

In association with pupils who attend the school regularly or on a long-term basis the Oxfordshire Hospital School has developed an induction booklet which tells new pupils about the school. The booklet contains a glossary of terms used in hospital with a child friendly explanation.

A recent project saw pupils look at signage around the hospital and embark on a lengthy project of creating child friendly signage so that when children come to the school they get a better idea of what some of the signs mean.

Communication is a particular strength of the school. A parent described what an excellent job the school had done in managing her son's learning when he was moving between his 'home school', The Oxfordshire Hospital School and Great Ormond Street Hospital.

A sizeable Investors In Pupils folder of evidence has been collated containing examples of pupil



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involvement and in some cases examples of where they have led specific initiatives. This folder is part of the induction of new staff.

### **Areas for development**

Please note these actions are compulsory and areas must be acted upon to ensure that the standard is maintained in the future.

- There are no areas for development.