



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR OXFORDSHIRE HOSPITAL SCHOOL

Name of School:	Oxfordshire Hospital School
Headteacher:	Steve Lowe
Hub:	Aylesbury Vale
School phase:	Hospital school
MAT:	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Not applicable as it is a lead reviewer consultancy
Date of this Review:	13/07/2022
Overall Estimate at last QA Review:	This is the first review for the school.
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	06/07/2017

1. Information about the visit

In place of a QA Review, Oxfordshire Hospital School (OHS) was visited by a Lead Reviewer who spent 1.5 days reviewing the following areas with school leaders:

1. How well do leaders ensure that all staff understand the intent of the curriculum so that they implement it to meet the needs of all pupils who attend OHS?
2. Does the school provide sufficient and robust evidence to substantiate their view of strong outcomes and progress for all pupils?
3. How well do leaders promote positive mental health and wellbeing for staff working in often challenging circumstances, developing and maintaining a one school approach over three disparate settings?

2. Information about the school

Oxfordshire Hospital School is a maintained hospital school, with special school designation, based in several settings across Oxfordshire. OHS educates children and young people from the age of 4 – 18, in statutory education, who for some time cannot attend their school due to their medical or mental health needs.

OHS teaches pupils in a children's hospital (CHTS), a tier 4 adolescent psychiatric hospital (HAU) and in their homes and local community, through their outreach service (OTS). Annually OHS supports over 1000 pupils, with about 100 pupils taught each day.

OHS develops excellent partnerships with families, medical and educational professionals and relevant outside agencies, to provide the best support to enable reintegration to their education setting or engagement with a new relevant educational placement.

The OHS approach is bespoke and child centred, based on rigorous assessment and bespoke curriculum intent. The curriculum is implemented by creative and highly skilled staff who plan well and 'think on their feet' to enable pupils to make holistic progress and reintegrate or move to the best placement possible.

OHS makes excellent use of numerous local, regional, national and international partnerships which include; the National Association of Hospital Education, Oxfordshire Head Teachers Association, Community Albums, Hill End, Oxford University NHS Trust, Oxford Health NHS Trust and Challenge Partners.

OHS develops and utilises collaborative and trusting partnerships, with a dynamic responsive curriculum leading to exceptional outcomes, transitions and reintegration.

3.1 - How well do leaders ensure that all staff understand the intent of the curriculum so that they implement it to meet the needs of all pupils who attend OHS?

- Senior leaders at OHS have high ambitions for all pupils, as set out in the 2021 school improvement priorities, to develop an ambitious curriculum for all, exceptional outcomes, developing everyone as a reader, impactfully using technology and delivering excellence in practice.
- OHS works in collaboration with pupils' enrolled schools. There is a clarity of role and responsibility to ensure that OHS plays their part and encourages partners to play theirs, to ensure curriculum coverage and strong outcomes for pupils.
- Leaders have implemented subject led curriculum groups, which include staff at all levels, to promote involvement in and understanding of the curriculum. Leaders have used whole school INSET meetings to collectively agree and understand curriculum intent.
- Teaching staff are flexible and resourceful as they need to rapidly understand, adopt and adapt, the host school curriculum intent. Some pupils have been out of school for long periods. Staff skilfully engage and assess pupils to fill gaps in learning.
- Senior leaders' curriculum implementation learning walks, monitoring and supporting consistency in planning and delivery of the curriculum, show that staff understanding of intent and implementation is a strong feature of the school.
- Senior leaders are further developing the leader of learning role in each setting to promote, model and monitor curriculum understanding, implementation and monitoring.
- Assessment procedures are robust. Staff are proactive, positive and flexible but also able to 'think on their feet' and rapidly develop knowledge and skills relevant to young people. Leaders use OHT staff skills, outside specialists and visits, to engage pupils and enrich the curriculum offer. For example, CHTS leaders use links with the Bodleian Library to connect the pupils with the world outside of the hospital.

- OHT leaders and teaching staff develop effective relationships with enrolled schools. They rapidly escalate matters to promote engagement of schools who are not initially fulfilling their responsibility to the pupil, so that the relevant curriculum is implemented, and pupils are well prepared to re-engage with their enrolled school.
- Leaders prioritise reading at OHS across all settings, led by the curriculum leader for English and literacy. Senior leaders have used learning from 'deep dives' in reading and phonics, to further improve the delivery of literacy across OHT. Staff have taken advantage of Ruth Miskin training to improve phonics delivery and outcomes. Each member of staff has a performance management target linked to reading.
- At HAU and OTS, leaders develop and measure key employability skills from the Leadership, Organisation, Resilience, Initiative and Communication (LORIC) programme, to support holistic progress.
- Engagement and re-engagement with learning is a key focus of OHT. The Arts Award, art and food technology workshops, are used to promote achievements that are relevant to pupils so that they can talk about and be proud of their achievements. For example, a pupil at HAU achieved accreditation in hair and make-up, to begin her reengagement with successful learning. At CHTS, education can be a haven in a scary and uncertain world for children and young people who are very ill. At HAU, all pupils in an arts workshop session were fully engaged. Staff used hooks to engage pupils, including making Pinatas, such as that of a well-known US former leader with orange hair. One pupil was revising for a functional skills examination. She was clear how this fitted into her academic journey.
- Some pupils with life threatening or limiting conditions choose to do their GCSEs and are well supported by teaching staff in these endeavours. In OTS teaching staff use pastoral walks, for example to the enrolled school gates or venues close by, to expose pupils in a graded way to their enrolled school.
- Continuing professional development (CPD) is well thought out and highly relevant, including the use of expertise from professional colleagues. Leaders have provided trauma informed schools training.
- OHT is highly effective in promoting pupils' Spiritual, Moral, Social and Cultural development. There were relevant engaging displays on kindness at CHTS and HAU. At CHTS a pupil reengaged with their learning by making cards for staff and pupils.

3.2 - Does the school provide sufficient and robust evidence to substantiate their view of strong outcomes and progress for all pupils?

- Leaders demonstrate a range of whole school, holistic evidence gathering against personal and curriculum moderated targets, which show strong holistic progress within OHS and in pupils' onward journeys, in their enrolled schools and appropriate new placements. An experienced and effective governor team actively supports and challenges leaders to ensure the best outcomes for all.
- Assessment is accurate in core subjects across the academic curriculum and in important non-academic areas. Leaders carefully craft holistic targets which are challenging and relevant to improving pupils' academic progress and development of character and emotional resilience.
- Senior and wider leaders connect with local and national networks to share practice, learn from others and support their target moderation.
- Leaders have developed a range of approaches to evaluate the impact of OHS. Leaders of learning in each setting closely monitor and support progress in real time, using 'drop-ins,' physically and virtually, to monitor engagement and progress across the curriculum, including personal development and resilience.
- Leaders conduct regular lesson observations and learning walks, regular and rigorous pupil progress meetings, multi-disciplinary team meetings and liaison with enrolled schools. This is complemented by work sampling, where appropriate, and weekly supervision with the deputy head teacher.
- OHT leaders ensure that they sample and use regular formal and informal feedback from all stakeholders. There are many examples of heartfelt thanks from parents showing the crucial role OHT has had in improving the lives of their children and young people at a very difficult time in their children's lives.
- Due to the sensitivity and one-to-one nature of the learning in outreach settings, face to face drop-ins are sometimes not possible. Leaders 'drop in' virtually and sessions may be recorded to evaluate them and ensure quality.
- Case studies are well used to illustrate and exemplify creativity in teaching and holistic progress, always including partnership and responsibility from families and the host school as appropriate.
- OHS uses a variety of measures to gauge engagement and personal development including the Emotional Learning Checklist, a checklist of social emotional wellbeing, mainly at the tier 4 CAMHs unit, where pupils are assessed on entry and discharge.

- At HAU and OTS, leaders are assessed and show progress in key employability skills from the LORIC programme. Some of this programme is delivered at Hill End Outdoor Centre.
- A small minority of pupils do not make conventional progress, due to their physical or mental health. In cases of deteriorating health conditions, progress concerns quality of life and retention of skills. In some cases, OHT shows success by rigorous assessment to support finding a placement that meets the long-term needs of pupils. OHT plays a key role in supporting the development of accurate education, health and care plans, where appropriate.
- Pupil progress is celebrated by the achievement of a variety of academic and functional skill awards. Headteacher awards, postcards to pupils and regular in the moment feedback contribute to a culture of achievement and success.
- Staff demonstrate strong pupil and subject knowledge. OHT staff are fully integrated with and respected by medical and other professional colleagues, sharing knowledge to maximise pupil progress.
- Pupils who left the school in past years, sometimes return to tell their story. A pupil who initially would not leave their house while at OHT, returned approximately three years later, having just completed a university degree.
- A child in the early years was initially reluctant to go to school at CHTS. Teaching staff engaged her with a special bag. She was motivated to go class with this. She has developed a quieter, 'school voice.' The excellent progress in achievement of the Early Learning Goals and related progress, is recorded on an online recording system and shared with her school and parents.

3.3 - How well do leaders promote positive mental health and wellbeing for staff working in often challenging circumstances, developing and maintaining a one school approach over three disparate settings?

- Leaders recognise that positive mental health and wellbeing is a joint responsibility between the individual staff member and the school. Staff work with pupils and their families often in very challenging and distressing situations.
- Leaders are clear and have established systems which confirm that OHS, with several disparate settings, is one school with a shared vision and mission, with staff knowing how they make a difference.
- Staff at all levels use opportunities to meet, plan and collaborate together, to improve outcomes for pupils alongside supporting and learning from each other at the same time.

- During the pandemic, whole school meetings were remote. They are now held in person. However, the use of virtual platforms is still available to complement face to face communication and support when required.
- Leaders use complex case reviews so that staff across the school can jointly problem solve, resulting in improved outcomes for pupils and staff who are not left to struggle on their own. There is a culture of picking up the phone to discuss issues. There are safe spaces to have difficult conversations.
- Morning whole school briefings and regular debriefing is complemented by a clear structure of internal and external supervision.
- OHS uses training and support from clinical colleagues. For example at CHTS, a session on coping with bereavement was facilitated by clinical colleagues.
- Leaders at all levels are supported by high quality, relevant CPD. Leaders have been supported to undertake national professional qualifications and leadership development, for example from Challenge Partners.
- Leaders use their links and networks with other hospital schools to inform and share practice.
- Leaders of learning meet and plan together, sharing ideas and supporting each other. This is planned to increase as their roles develop further.
- Leaders have developed effective teamwork. Teaching staff use their knowledge of each other and pupils to support each other. For example, at HAU staff offer a 'change of face,' to relieve their colleagues and calm potential or actual difficult situations.
- Leaders at OHT have developed a culture of recognition at all levels. Leaders recognise their moral obligation to develop staff. Leaders are proud of staff who have taken advantage of development opportunities at OHT and have positively moved on to new settings to further their careers, improving outcomes in other settings.

4 Even better if...

... leaders further developed a system to evidence the quality of the wider curriculum delivery on pupils' personal development.

...leaders better recognised and celebrated the improvements in pupils' social and emotional wellbeing in order for pupils to develop as healthy confident resilient and successful learners.

5. What additional support would the school like from the Challenge Partners network, either locally or nationally?

The school is well connected with a variety of networks. The OHS is new to Challenge Partners and would like to consider what is available to the school and what leaders can contribute to the Challenge Partners network.

This visit will support the school's continuing improvement. The main findings may be shared within the school's hub in order that it can inform future activities. Schools can also access the School Support Directory, the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.