

## Contents

<b>School Context</b>	<b>2</b>
<b>Key Information</b>	<b>5</b>
<b>Progress since the last inspection</b>	<b>6</b>
<b>Distinctive Strengths</b>	<b>7</b>
<b>Developing Strengths</b>	<b>7</b>
<b>Current Priorities for Improvement</b>	<b>7</b>
<b>Overall Effectiveness</b>	<b>7</b>
<b>Quality of Education</b>	<b>9</b>
<b>Behaviour &amp; Attitudes</b>	<b>10</b>
<b>Personal Development</b>	<b>10</b>
<b>Leadership &amp; Management</b>	<b>11</b>
<b>Safeguarding</b>	<b>12</b>
<b>Early Years</b>	<b>12</b>
<b>Sixth Form</b>	<b>13</b>

Oxfordshire Hospital School (OHS) is an Oxfordshire County Council (OCC) maintained Hospital School based across a number of settings throughout the county of Oxfordshire and is designated as a Special School. The school serves children & young people of compulsory school age<sup>1</sup> who are unable to attend their enrolled school due to medical (including mental) health needs. Pupils may access education through the hospital school for varied periods of time. OHS is the main OCC provision for meeting the requirements of 'Ensuring a good education for children who cannot attend schools because of health needs' (DFE May 2013)<sup>2</sup>.

The OHS teaches pupils at 5 in-patient settings across Oxfordshire including a designated children's hospital and a tier 4 adolescent psychiatric hospital. As part of its Outreach service, the OHS teaches pupils in their homes and in community spaces across the county. Each year the OHS can teach up to 1,000 pupils; each day, around 100 pupils are registered with the school for teaching. In 2021-22, 727 pupils were taught.

#### The OHS:

- offers a highly bespoke, quality educational provision and support to pupils who are unwell
- works in partnership with parents, medical and educational professionals, outside agencies and stakeholders, to minimise interruption and disruption to the education of pupils
- promotes high quality outcomes and raises aspirations for all pupils

Details of the admission criteria for each setting can be found in our [Admissions Policy here](#).

#### Vision

- V1 Collaborative & trusting partnerships - One OHS -  
 V2 Dynamic and responsive curriculum  
 V3 Exceptional outcomes, transition & reintegration

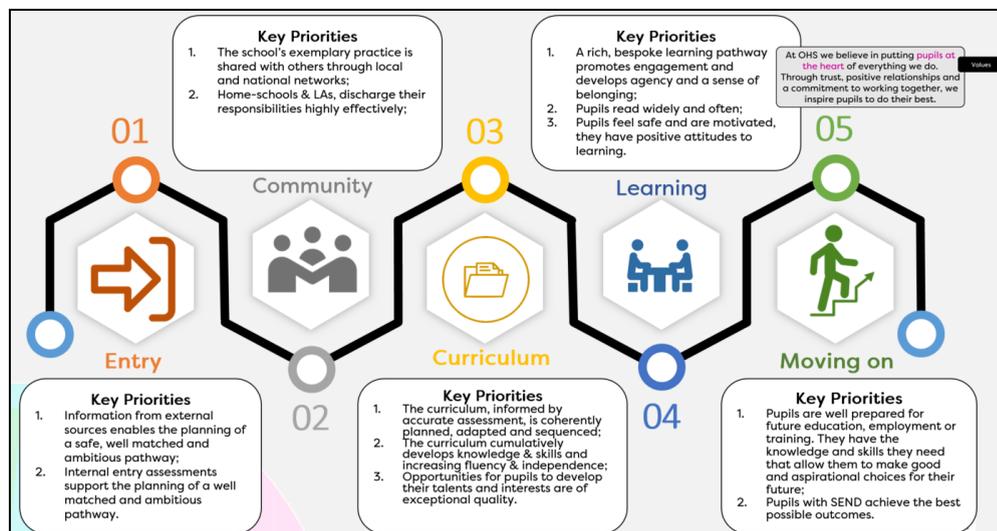
#### Mission

At OHS we believe in **putting pupils at the heart** of everything we do.

Through trust, positive relationships and a commitment to working together, **we inspire pupils** to do their best.

#### Our Bespoke Approach

Everything we do is completely bespoke - our decision making has pupils at the heart of all that we do. On **entry**, we consider information from enrolled schools, clinicians, wider professionals, parents and the pupil themselves - the school **community**, to help us shape the curriculum offer. A **bespoke curriculum intent** is carefully crafted to ensure that it is suitable and appropriately challenging with regular review points built in to evaluate ongoing suitability as context can change rapidly. **The implementation of teaching and learning** is equally tailored for each individual. Highly skilled staff are adept at creating rich learning opportunities for young people. The **impact** of our work prepares young people with the skills and confidence necessary to **move on and reintegrate** successfully to their school or community.



<sup>1</sup> <https://www.gov.uk/schools-admissions/school-starting-age>

<sup>2</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/941900/health\\_needs\\_guidance\\_accessible.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/941900/health_needs_guidance_accessible.pdf)

## **Inpatient Hospital Provision- Regional and National pupils**

### **Children's Hospital Teaching Service (CHTS)**

- The Children's Hospital teaching service provides teaching at 3 sites: The Children's Hospital (an 84 bedded acute hospital), Helen House Hospice (an 8 bedded hospice providing respite and end of life care for children with life limiting & life shortening conditions) and Douglas House (an outpatient unit supporting the management of chronic pain, and children undergoing intensive neuro-rehabilitation). There are a number of paediatric medical and surgical specialties represented, including: childhood cancer, neurology, rheumatology, respiratory, cranio-facial, plastics, chronic pain, gastroenterology and nutrition, haematology, immunology and orthopaedics. The hospital also has paediatric high dependency and intensive care facilities. The CHTS teaches across 10 wards with each ward largely having an individual specialty focus.
- Patients often arrive during the day and late in the evening.
- The daily and weekly roll is variable with an average of 20 pupils taught each day.
- Pupil turnover is high – between 500 & 900 pupils taught in any academic year. Due to the pandemic, in the academic year 2021-22 there were fewer admissions and only 584 young people were taught.
- On average, there are between 60-70 long term or recurrent patients at any one time.
- A high number of pupils in this setting have SEND; in 2021-22, 22%<sup>3</sup> of these young people were supported by an EHCP.

### **The Highfield Adolescent Unit (HAU)**

- Tier 4 psychiatric inpatient referral unit for adolescents (Age range: 11-17) with 18 beds and 2 additional high dependency beds accepting referrals from Oxfordshire and the surrounding counties made by outpatient psychiatrists as well as 24 hour emergency referrals from all over England. Highfield serves young people with a range of mental health conditions including, but not limited to: psychosis, eating disorders, severe depression, bi-polar disorder, OCD.
- A Psychiatric Intensive Care Unit (PICU) is currently being built adjacent to the Highfield Unit which will accommodate a further 8 young people and will provide inpatient support for young people aged 11-17 with acute mental health conditions. The OHS will provide education for these young people when the new build opens in January 2023.
- In 2021-22, 66 young people were taught at the HAU and the average stay was 11.5 weeks.
- A high number of pupils in this setting have SEND; in 2021-22, 21% of these young people were supported by an EHCP and a further 5% with EHC Needs Assessments started whilst they were inpatients. 46% of pupils had a diagnosis of ASC.

## **Community Provision- Oxfordshire resident pupils**

### **Outreach Teaching Service (OTS)**

- OTS provides education for pupils living in the county of Oxfordshire who are on the roll of a mainstream, special or independent school. Very occasionally, pupils are not on the roll of a school and are referred to the OTS by the local authority (OCC) for the duration of their admission. For those of compulsory school age, the OHS will liaise directly with the electively home educated team at the respective local authority.
- OTS receives referrals directly from schools for pupils who have been identified by a medical professional as unable to attend school because of their current health needs. The OTS works with pupils with mental and/or physical health needs. Referrals to Outreach are ongoing throughout the year.
- Teaching takes place either in small groups or 1:1 at the young person's home, online, in their enrolled school, at Hill End, or, in other suitable locations in the community.
- In 2021-22, 77 young people were taught by the outreach team and the average stay was just under 20 weeks.
- A high number of pupils in this setting have SEND; in 2021-22, 8% of these young people were supported by an EHCP and a further 31% with EHC Needs Assessments started whilst they were supported by the OTS. 55% of pupils had a diagnosis of ASC.

---

<sup>3</sup> SEND figures at the Children's Hospital will not include short stay pupils where enrolled schools have not been contacted. Often, admissions for SEND pupils is as a result of a temporary or long term medical condition related to a physical disability.

# OHS 2021-22

## Outreach

### Lessons taught

The number of lessons taught in Outreach was up 22% on the previous year's numbers. Although we are trying to teach more online, it is not appropriate for all.

2696

### Discharged to an Educational Setting

It's a strength of the setting that so many y/p have a positive destination to attend following discharge

98%



### Number of y/p taught

The sector has seen a constant increase in the number of referrals made to the sector

77

### Average length of stay in weeks

This figure relates to the number of schools weeks a y/p remains in OTS before discharge.

19.6

## Highfield

### Lessons taught

A clearly structured timetable has helped with the increased number of lessons taught at Highfield. Young people's time is balanced between school and medical treatment.

6172

### AQA Unit Awards

A strength of the Highfield is the team's approach to securing meaningful accreditation for the y/p.

123



### Number of y/p taught

The Highfield has a fairly consistent number of y/p under admission at any time with 18 beds in the unit.

66

### Average length of stay in weeks

This figure relates to the number of schools weeks a y/p remains in Highfield before discharge.

11.5

## Children's Hospital

### Number of y/p taught

Pupil turnover can be quite high at the Children's hospital with pupils sometimes only taught for a relatively short period of time. Staff are incredibly flexible in their approach.

584

### Number of y/p taught with an EHCP

A proportion of the y/p at the Children's Hospital have physical impairments.

128



### Long term recurrent pupils

The diagnosis and treatment of some y/p will require longer term and regular stays in hospital

60 (av)

### Types of Accreditation

In addition to GCSEs, AQA Unit Awards, Arts Awards and Paw Print Awards are used at the CHTS

4

## Whole School

### Number of y/p taught

Over the year, the OHS works with a large number of young people.

727

### GCSE results

13 pupils took 63 GCSEs with 81% gaining grades 9-4

81%



### SEND - EHCP

The OHS is a designated Special School. Although short stay pupils at CHTS are not counted in figures, around 1/5 of y/p have an EHCP. A proportion of others are supported through needs assessments.

20%

### Progress

Despite their health, a large proportion of y/p achieved or exceeded predictions

59%

## Key Information

- o The OHS does not receive any additional funding for:
  - Pupil Premium - [Pupil Premium Statement](#).
  - Y7 Catch Up Premium - [Y7 Catch Up Premium Statement](#).
  - PE and Sport Premium - [PE and Sport Premium Statement](#).
  - SEND / EHCP
  - National Tutoring Programme - given the vulnerable nature of the young people educated at the OHS and the need to ensure consistency of staff as well as the highest quality input, funding from the NTP has not been accessed directly by the OHS; enrolled schools have been encouraged to do this where appropriate themselves.
- o The OHS has received some additional funding which has supported a variety of projects across the school. [Covid Catch-up Premium Statement](#).

## Partnerships & Collaborations

Our positive relationships with a wide range of local, regional, national and international partners e.g. community, education, health, world of work, services, etc. have a significant impact on the on-going improvement of our provision, and drive our continuous improvement. Whilst actively participating in many partnerships, the OHS sits on the following committees: National Association of Hospital Education (NAHE); the Health Conditions in Schools Alliance; NAHE School Business Managers Forum.; Oxfordshire Secondary School Head Teachers Association (OSHHTA); Oxfordshire Association of Special School Headteachers (OASSH); Community Albums; Forest School at Hill End; Oxfordshire Teaching School Alliance; the Youth Sport Trust; Challenge Partners. These organisations provide links for moderation, quality assurance, sharing best practice and forward planning. The OHS is successful because of its outward looking ethos.

## Pupils with SEND

See the [policy page on the school's website](#) for copied of:

- OHS SEND information report
- OHS SEND Policy

Number of pupils with Education, Health and Care plans (EHCP):

Setting	2019-2020	2020-21	2021-22
CHTS <sup>4</sup>	92	91	128
Highfield	11	12	14
Outreach	14	16	6
<b>Total</b>	<b>117</b>	<b>119</b>	<b>148</b>

2021-22 numbers at the Children's hospital are returning to those similar to pre-pandemic figures; although percentages of SEND children are remaining fairly consistent, the total number at CHTS is increasing. 19.1% of all pupils taught at OHS in 2020-21 have EHCPs; last academic year, 2021-22, this figure increased slightly to 20.3% the national average for pupils with EHCPs is 3.7%<sup>5</sup>.

Not necessarily included in the above are pupils who have begun an EHC needs assessment during their time with the OHS - as this is a 20 week process, often they will have moved on from us by the time an EHCP is issued. This is most common at Highfield, where in collaboration with parents, pupils, enrolled schools and the medical team, we have supported several such applications in order to help secure suitable long-term pathways for some of the more complex inpatients. The local and national shortage of placements has made some of these cases particularly challenging, and we

<sup>4</sup> SEND figures at the Children's Hospital will not include short stay pupils where enrolled schools have not been contacted. Often, admissions for SEND pupils is as a result of a temporary or long term medical condition related to a physical disability.

<sup>5</sup> <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

continue to liaise with OCC around how systems and processes can be developed to improve outcomes for these young people in the future. We also await the publication of the government's SEND review which should lay out a national strategy for improving provision for pupils with SEND.

### **Staffing**

The OHS employs a team of highly skilled and well qualified teachers, HLTAs and business support staff who provide an exceptional service of engagement, education and reintegration for highly vulnerable young people. Staff are recruited on central contracts on the understanding that they work for the Oxfordshire Hospital School but are deployed to specific settings based on the settings' need and the skills sets of the individual staff member. Staff are deployed where appropriate and necessary whilst maintaining a core of staff within each setting. Due to the dynamic nature of the role of hospital schools, staff may be required to deliver subjects outside of their specialist areas. Staff teaching subjects and activities for which they are not trained specialists are supported by a school wide framework of high quality resources and access to additional training where necessary.

The OHS employs 21 teachers (17.6 fte), 8 HLTAs (7.5 fte) and 5 business support staff (3.5 fte).

Some staff work across two settings to ensure that skills are well utilised. 35% of OHS staff are part-time; the nature of staff contracts provides the school with high levels of flexibility and is also a strong contributor to staff well being.

When the number of pupils accepted to the OTS increases (data shows that terms 2 to 4 are generally the peak periods), temporary Associate Staff are recruited.

### **Other features**

As we move out of the pandemic, we are experiencing a significant increase in the number of pupils being referred to OTS. The OHS has been able, thus far, to recruit additional staff to assist with the increase in numbers. The consequence is however not just on the increase of staff, but on whole school management structures to support the increase in pupil numbers. Reviews of delivery models have driven innovation resulting in group online teaching, more efficient timetabling processes and a more ambitious approach to reintegration and discharge.

The school and its staff are highly dynamic in their response to these demands and retain the culture of the OHS keeping all pupils at the heart of decision making and ensuring that the school's expectations and standards remain high.

During the pandemic and to meet the needs of Oxfordshire schools, the OHS developed a unique web based training resource providing schools with anytime, anywhere access to quality assured training to support them with the education of young people with medical conditions. The site can be found here: <https://medicalneedsinschools.co.uk/>. After the first 4 months following its launch and with very little advertising while the content has been developed, the site has attracted over 300 users.

### **Progress since the last inspection**

At its last inspection, the school was judged Outstanding. Two areas were identified for the school to consider in order to improve further:

1. Develop the confidence, accountability and creativity of leaders at all levels in order for them to have the maximum impact on outcomes for all pupils.

Since the last inspection:

- Three Leaders of Learning completed 'Growing Future Leaders' courses
- One Leader of Learning has completed the 'Developing Senior Leaders' programme with Challenge Partners
- Leadership restructure to ensure the most efficient and effective leadership and management of staff across the school
- Following the leadership restructure, a Deputy Head was appointed (internal promotion) and has completed the NPQH
- Adjustments to weekly leadership meetings and 1:1 leadership supervision meetings now ensure appropriate accountability and professional challenge
- A newly trained and appropriately qualified DSL / SENDCo has been appointed; they have also completed the Senior Mental Health Lead training.
- The Interim Executive Board has evolved into a full Governing Board with a committee structure and clear roles & responsibilities for specific areas of strategic challenge and support. Recruitment to the

Governing board is good and there are no current vacancies. This follows the end of 'terms of office' for two Governors.

- Governors now take an active role in supporting the strategic direction of the school providing challenge and support to leaders in equal measure.

2. Make more use of the expertise within the school to support the education of pupils with medical and mental health needs throughout the city and local authority.

Since the last inspection:

- The OHS developed closer links with colleagues within the Children's Psychological Medicine (CPM) team at the Oxford University Hospitals (OUH) NHS Trust and formed a project team - Medical Needs In Schools (MNIS).
- The MNIS project started with face to face training and following specific focussed training events, conferences (attracting a national audience) and webinar training events, the project has now developed an online training platform supporting schools with the education of pupils with medical conditions. The site now has over 300 registered users.
- Since the MNIS launched, NHS trusts and a number of charities supporting young people with health conditions have expressed interest in the site and have shared resources for hosting.
- In addition, the MNIS project also provides schools with on site and remote professional support, advice and guidance.

### Distinctive Strengths

The OHS has a number of strengths:

- All pupils receive a well matched, bespoke, rich and responsive curriculum offer that provides recognised accreditation opportunities;
- A strong collaborative information sharing culture between agencies;
- A strong and embedded culture of safeguarding that underpins highly effective arrangements for the support of pupils and the management of risk;
- A pupil centred culture where pupil's needs are very clearly at the heart of decision making at every level;
- Systems and structures that facilitate dynamic and effective responses to rapidly changing situations.

### Developing Strengths

The OHS has a number of areas that are developing strengths:

- Technology is becoming increasingly well deployed and used to facilitate highly impactful blended learning solutions;
- Pupil engagement activities are becoming exceptionally well considered and deployed;
- Whole school approaches to reading are becoming increasingly impactful;
- Governance systems and structures are increasingly more effective. Processes that provide increasing levels of professional challenge and support for staff across the school are strengthening;
- SEND approaches across the school are becoming increasingly more impactful reflecting the school's ambition for all pupils.

### Current Priorities for Improvement

As detailed in the School's Improvement Plan for 2022-24, the school's current priorities for improvement are:

- Build on the existing strengths of the school's Quality of Education to construct an authentic and ambitious culture of curriculum improvement and outcomes for pupils;
- Ensure that highly effective interventions are in place to ensure optimal engagement from pupils;
- Staff and Governors work with clarity and purpose and are highly effective in contributing to the school's vision, values and agreed outcomes. One OHS.

Overall Effectiveness	Outstanding	Revision date: September 2022
<p>In July 2017 the overall effectiveness of the OHS was judged to be Outstanding by Ofsted. This followed an earlier inspection (October 2016) which placed the OHS into a category requiring special measures primarily because safeguarding was ineffective, there were weaknesses in the top layer of leadership and siloed operational practices. In the summer term of 2018, the IEB commissioned external scrutiny of the school leaders' judgement in safeguarding, teaching learning and assessment, and health and safety, to ensure robust support and challenge. During the academic</p>		

year 2021 -22, the OHS joined the Challenge Partners and a Quality Assurance Review (AQR) was carried out by a lead reviewer during July 2022. The following strengths were highlighted in these reports:

- Leaders have transformed the culture and outlook of the school
- Safeguarding is highly effective (Last external safeguarding consultant review June 2022; these are scheduled annually in addition to the Local Authority monitoring)
- Teaching, learning and assessment is outstanding (External Review - July 2018; Internal QAs termly; External Challenge Partners review July 2022)
- Pupils make excellent progress during their stay at the OHS (Internal reviews held on termly basis)
- Pupils have exceptional opportunities to develop their knowledge of the outside world, through inspiring activities, cultural events and opportunities to contribute (Investors In Pupils Award, Spring 2018, termly internal reviews)
- Pupils in post 16 provisions are extremely well prepared for their next steps (External Review - July 2018; termly internal reviews)
- The school's provision for children in the early years is outstanding (External Review - July 2018; termly internal reviews)
- No actions arising from Health and Safety Audit. Near Miss / Data Breach practice identified as a strength (Annual audit, last H&S audit December 2021)
- The head teacher and school leaders have successfully promoted their vision of 'one Oxfordshire hospital school', uniting the best practice and developing leaders across the whole provision (Ofsted, July 2017)
- 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 (External Challenge Partners review July 2022).
- OHS 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 (External Challenge Partners review July 2022).
- 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 (External Challenge Partners review July 2022).
- Your colleagues deliver impactful and caring services to the children and young people who need it most. You have faced down the challenges of a rapidly changing landscape in education over the last couple of years effectively and calmly. Your flexibility and forward thinking mean that the children and young people who need such care are in safe hands. Oxfordshire Hospital School's reputation both locally and nationally is second to none. Oxfordshire County Council is proud of all you and your colleagues do (Oxfordshire County Council July 2022).

The school has a robust monitoring cycle that provides professional challenge at all levels of school leadership. An annual calendar for monitoring the quality of education is in place that sits alongside detailed lines of further enquiry and actions to address any identified gaps and areas for development.

The curriculum offer for all medium and long term pupils is monitored weekly with more detailed reviews taking place on a termly basis. As a result, interventions and adjustments are swift and incisive.

Safeguarding practice is highly effective. The safeguarding team, led by the DSL, meets weekly to discuss all open cases. In addition, the DSL has daily supervision to review new cases and discuss updates to open cases. The Governor lead for safeguarding is proactive and meets with the DSL termly. A safeguarding update is provided in the headteacher's reports to governors.

See the recent and very positive report in full from Challenge Partners and a letter of endorsement from the Oxfordshire County Council on ['Our Strengths'](#) page on the school website.

### Summary

Learning offered by the OHS is well matched to need, challenging & aspirational, as ratified by strong internal monitoring systems. Learning Walks, work scrutiny and targeted moderation which are embedded in the monitoring and review cycle ensure standards are maintained and developed. Teachers have consistently high expectations of pupils and what they can achieve and the highly personalised approach across the curriculum ensures suitable interventions are in place for pupils requiring additional support to improve their learning. School judgements on the quality of teaching and learning and assessment have been validated by external advisors and judged as accurate (*Evidence: External Review - July 2018; Internal review held on termly basis; Challenge Partners review July 2022*).

The rich and broad Curriculum is regularly reviewed and modified as necessary to address the needs of the diverse ability range within the school. Curriculum plans identify an evolving curriculum which is rich in opportunities for pupils to explore new experiences. Where standards fall below expectations, the OHS is quick to enlist the services of external partners able to drive improvement (*Complex Needs & SEND, 2018*). The curriculum is well organised and effective because the whole school, high quality initiatives are led and managed by an ambitious team led by the Deputy Headteacher and supported by Leaders of Learning and Curriculum Leaders. PSHE and SMSC are embedded throughout and form part of the OHS vernacular, leading to a positive impact on behaviour. Digital innovations including the use of robots are transforming inclusive approaches within the OHS.

In all subjects, rigorous and consistent assessments are undertaken regularly for all pupils, leading to personalised targets which are moderated internally to ensure accuracy.

A unique and innovative Values Based Curriculum promotes emotional and physical well-being to enable young people to live healthy, happy and productive lives. Additionally, the curriculum benefits from curriculum partnerships including Community Albums and Forest School at Hill End outdoor recreational centre.

Feedback to pupils is used effectively to ensure pupils clearly understand next steps. Assessments are discussed with pupils so that they know how well they have done and how to improve.

Parental, staff and pupil surveys show that parents', staff and pupils' views on behaviour and safety are highly positive. Parents and other stakeholders report that information provided about their child is accurate and identifies areas for development.

### Challenge Partners July 2022

- 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 ... 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.
- Senior leaders' ... 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.
- Assessment procedures are robust.
- 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.
- 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.

**To continue to be outstanding we need to:**

- Embed a robust framework of Quality Assurance which effectively evaluates the impact of a high quality curriculum for each pupil and informs an evidenced based cycle of self-improvement;
- Each pupil's starting point is consistently well considered and regular consultation with enrolled school takes place that embeds an inspiring and responsive curriculum which clearly outlines the skills and knowledge to be learnt and is well matched to individual need;
- Ensure that the work given to each pupil consistently matches the aims of their bespoke curriculum and is appropriately challenging and coherently sequenced;
- Support teaching staff to identify and develop transferable learning skills in pupils in order to support lifelong learning through Executive Functioning Skills.

Behaviour & Attitudes	Outstanding	Revision date: September 2022
<p>Behaviour is outstanding overall and pupils 'welfare' and well-being is at the centre of all of the work at the OHS as evidenced in parent pupil and stakeholder feedback and recorded in all monitoring activities. Provision is highly effective because it is responsive, ensuring often complex needs of pupils are met, as evidenced through School Pod records, comprehensive internal quality assurance processes, and whole school performance indicators.</p> <p>Pupils respond positively to staff prompts and follow instructions well. Behaviour in classes, around and out of school are outstanding. Pupils are enthusiastic and confident learners. They have a positive attitude to their learning and a respect for others' ideas and points of view; group discussion is healthy, respectful and productive. This is evidenced and tracked through lesson evaluations, pupil monitoring, learning walks, lesson observations, Pupil Voice and MDT feedback, with whole school opportunities to celebrate and reinforce pupils' positive attitudes to their learning and pride in their achievements.</p> <p>The OHS values the support of the OCC Education Psychology Service; regular planning meetings take place with the school's EP to discuss individual pupils, trends and general challenges in teaching and learning across the school. The EP supports setting based and whole school CPD. In addition, the EP attends setting based Pupil Progress Meetings offering advice and guidance to help move pupils forward.</p> <p><b>Challenge Partners July 2022</b></p> <ul style="list-style-type: none"><li>● Engagement and re-engagement with learning is a key focus of OHS. 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.</li></ul> <p><b>To continue to be outstanding we need to:</b> Take intelligent and highly effective action to support pupils to engage, participate and succeed in their education.</p>		

Personal Development	Outstanding	Revision date: September 2022
<p>Undoubtedly, pupils are offered an outstanding range of personal development opportunities. Provision is highly effective because it is responsive, ensuring often complex needs of pupils are met, as evidenced through School Pod records, comprehensive internal quality assurance processes, and whole school performance indicators.</p> <p>OHS is highly effective in promoting pupils' Spiritual, Moral, Social and Cultural development through its values based approach to curriculum implementation.</p>		

A wealth of indicators including stakeholder feedback, high attendance considering the pupils' complex medical needs, and an exemplary range of challenging opportunities to suit the diverse needs of all pupils demonstrates that pupils' Personal Development is outstanding.

The OHS positively impacts pupils from across the county (and country) by delivering training through the Medical Needs In Schools Project (MNIS).

The OHS is rich with evidence of how pupils are motivated to actively engage in opportunities to promote and support becoming active British citizens. Pupils' SMSC & the promotion of British values is at the heart of the OHS provision and this is evidenced through learning interactions including workshops, displays, curriculum planning and discrete lessons.

#### Challenge Partners July 2022

- OHS 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.

Pupils' safety is a high priority for all staff. The vast majority of pupils say they enjoy school and they feel safe at the OHS; parents' feedback reinforces this. All pupils know where to seek support if they need it and they not only trust staff but are also confident in sharing issues, difficulties and concerns. This ethos of collaboration between all stakeholders engenders the trust necessary for pupils to stay safe.

Attendance is monitored lesson by lesson and is used to assist with discussions around the suitability of the curriculum offer and the method of delivery. Attendance is impacted significantly by the young person's health. OHS staff adapt learning programmes to ensure that they are ambitious and challenging yet achievable.

During the pandemic, the number of admissions to the school in each setting was reduced. Inpatient wards saw a reduction in admissions as a direct consequence of infection control measures imposed by the trusts and movement between hospitals reduced. Enrolled schools across the county had less direct contact with their pupils resulting in fewer referrals; reintegration during the pandemic has been more challenging. However, referrals to our Outreach sector since the start of the academic year 2021 have been unprecedented. In its current form, the Outreach setting is now teaching more pupils than it ever has.

The OHS recognises and understands the individual behavioural, social and emotional needs of all pupils as well as their academic starting points through a thorough on-entry assessment involving pupils, parents/carers and advice from other professionals.

#### To continue to be outstanding we need to:

- Consistently plan and promote extensive and exemplary personal development opportunities.

Leadership & Management	Outstanding	Revision date: September 2022
<p>The leadership and management of the school is outstanding and this judgement is substantiated by the findings of the school's robust monitoring and evaluation process, and the good and outstanding outcomes for pupils. Identified weaknesses have been addressed through a review and update of all governance structures and leadership roles; we are now working as a cohesive team.</p> <p>A leadership restructure (2020) has provided the school with strong lines of accountability and responsibility necessary to move beyond outstanding. Leaders, managers and board members are relentless in driving forward improvements to ensure the highest expectations of pupil achievement, quality of teaching, learning and assessment, quality of the curriculum, behaviour and safety across all phases of the school as demonstrated in setting based performance indicators; pupil voice; and pupil/parent questionnaires.</p> <p><b>Challenge Partners July 2022</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>		

- 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.
- 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.

**Joint letter from OCC Head of Service & the Deputy Director of Education**

Under your leadership, your colleagues deliver impactful and caring services to the children and young people who need it most. You have faced down the challenges of a rapidly changing landscape in education over the last couple of years effectively and calmly. Your flexibility and forward thinking mean that the children and young people who need such care are in safe hands. Oxfordshire Hospital School’s reputation both locally and nationally is second to none. Oxfordshire County Council is proud of all you and your colleagues do.

There is active support from the Governing Board who provide robust challenge and have clear roles in influencing the quality of provision. Statutory policies and procedures are being systematically improved and shared with staff, pupils and parents.

**To continue to be outstanding we need to:**

- Staff and Governors work with clarity and purpose and are highly effective in contributing to the school’s vision, values and agreed outcomes. One OHS.
- Staff receive focused and highly effective professional development and support.

Safeguarding	Outstanding	Revision date: September 2022
<p>The external review of Safeguarding in June 2022 described the school’s safeguarding procedures: There is a strong culture of safeguarding across OHS and its provisions. Regular opportunity [weekly leadership safeguarding supervision meeting] for the safeguarding team to meet ensures that cases can be discussed, reflected upon and actions challenged to ensure that impact is being made.</p> <p>Staff survey responses show that staff feel supported effectively to safeguard the children and young people in their care. The new DSL has risen to the challenge of this new role and communicates well with all staff.</p> <p>The Head teacher is fully involved in the operational management of safeguarding and ensures that regular opportunities are prioritised for safeguarding to be discussed.</p> <p>Deputy DSLs are actively involved and are able to respond in the DSLs absence. They hold leaders to account, in respect of reviewing procedures and making changes as required.</p> <p>Safer recruitment procedures are followed and the school's Single Central Record reflects that full checks on all members of staff currently employed in the school are in place.</p> <p>New regulations and guidance have been embedded in school practice and an action plan created to ensure deep understanding. An overhaul of attendance systems, particularly in the outreach sector, have secured heightened vigilance across the OHS. Significant improvements to OHS processes have positively impacted practice with our partners, including the NHS, assuring children and young people of strong, joined up, working.</p> <p>Leadership, at all levels, of safeguarding is strong and considered a primary, shared, obligation. Governors are actively involved in challenging and supporting the school’s safeguarding processes.</p>		

Early Years	Outstanding	Revision date: September 2022
<p>The OHS is committed to delivering excellent early years education, ensuring staff are well trained and resourced to ensure they get off to a strong start in education. Importantly, the staff make sure that pupils have a stimulating and motivating environment in which to learn and play. Activities echo what enrolled schools have chosen in order to provide continuity for pupils whose stay is shorter.</p>		

The OHS supports high quality CPD for identified staff to keep updated with excellent practice. Links with the Local Authority and neighbouring settings provide staff with the networks necessary to assure pupils of high impact learning. Ofsted identified that EYFS pupils are in no way set back by their hospital stays because the OHS sets high standards in this stage of education.  
 The [OHS Early Years Policy](#) can be found here.

Sixth Form	Outstanding	Revision date: September 2022
<p>Post 16 pupils attain well and make excellent progress because of the expert teaching they receive. As a result, pupils maintain their positive attitudes to the future and keep up their academic and vocational studies. The OHS prioritises its links with enrolled schools and other providers so that the programmes of study are completely up to date with requirements and pupils are fully prepared for further and higher education, employment and training.</p> <p><u>Children’s Hospital Teaching Service</u> - Staff support pupils on adult wards and the Paediatric Intensive Care and High Dependency Units. Much of the teaching is on a 1:1 basis and group work also takes place whenever possible.</p> <p><u>Highfield Adolescent Unit</u> - We teach young people of all abilities, from those who have learning difficulties to those aiming for top universities. For young people enrolled at a college and engaged in education at key stage 5, studying for formal qualifications, our aim is to support all young people to continue learning at a difficult time. For young people who are not in education, employment or training, or who have fallen behind with studies since leaving school, we aim to support with studying functional and life skills together with advice and help in finding an appropriate educational or work based learning placement so they get the best possible chance on discharge.</p> <p><u>Outreach Teaching</u> - The enrolled school of post 16 pupils who are in receipt of an EHCP may make a referral to the Outreach Teaching Service, in line with the usual referral procedures; OHS can make provision up to the pupil’s 18th birthday. Pupils without an EHCP are provided for until the last Friday in June of Year 11.</p> <p>We have not received any referrals for some time to the OTS for post 16 pupils.</p>		

Staff, pupils and parents are rightly proud of their school.

From a parent:

We just wanted to write and say that no words can ever thank you enough for allowing your amazing teachers to come and teach my son \_\_\_ during this school year.

Their patience and understanding of \_\_\_’s needs have allowed him to now engage in his lessons and to start to believe in himself again.

My husband and I really can't believe that each teacher dedicated so much time to compile lessons around \_\_\_’s hobbies and interests, to allow him to try and stay focused and enjoy and re-engage with his learning.

They have also all gone above and beyond, in supporting us as a family, especially on the very bad days we have had with \_\_\_, when he has not been able to engage in a lesson.

He also really loved his time at Hill End and always comes home full of pride and delight with the things he has been doing there. We know he will miss his Tuesday sessions immensely.

Please can you also thank your administrative staff for being so efficient and caring. They have been fantastic.

We will all miss the emails, phone calls and the daily teacher visits so much and without you all being involved in \_\_\_’s life this year he would certainly not be where he is today.

Thank you all again so much for being so amazing to us all.

Best wishes

+++ report ends +++