

# **Oxfordshire Hospital School**

**Self Evaluation Framework**  
**February 2023**



## SEF - February 2023

The OHS is a unique school with a dedicated team of staff who consistently strive to transform learning outcomes for the young people we teach. The school has a clear sense of purpose and we are all relentlessly ambitious in aiming for outstanding outcomes in all aspects of the school's work; we are proud of the learning culture we create at the school and of the strong relationships that we develop with our wide range of stakeholders.

At the OHS, we believe in a completely personalised approach. We are dedicated to providing individualised support and guidance, and a curriculum tailored to meet the needs of each young person. This personalised approach is a golden thread that is woven into the fabric of our school and can be seen in everything we do - from our systems and processes to our teaching methods and relationships with pupils.

The Oxfordshire Hospital School is a highly effective organisation, but will never be complacent. The school aims to not only to sustain what has been achieved but to consistently improve the range and quality of the provision we offer in order to ensure the very best outcomes for our pupils.

### Overall Effectiveness

**The OHS is outstanding because** we provide excellent education and support to all of our pupils. Our clear vision, strong leadership, and commitment to rigorous self-evaluation have enabled us to achieve excellent outcomes for our pupils and to maintain a strong culture of safeguarding and well-being.

The well defined curriculum intent empowers a deep understanding of pupils' needs and facilitates the delivery of consistently high quality lessons resulting in best possible outcomes for pupils.

Despite their challenges, pupils at the OHS are motivated and determined to succeed; this is a testament to the school's supportive and nurturing environment which helps pupils to develop resilience and a love of learning.

### Quality of Education

#### **The Quality of Education is outstanding because:**

The school's robust QA processes, such as the taught curriculum review, drop-ins and work sampling, provide leaders with the secure knowledge that the school's curriculum intent is embedded and consistently implemented across the school. Leaders of Learning in each setting adopt and construct a curriculum that is ambitious and designed to give all pupils, including EYFS, post 16 and those who are NEET, the knowledge, skills and cultural capital they need to succeed in life through a bespoke learning journey which links to longer term educational pathways, for example, Early Learning Goals, GCSEs or to support on accessing further and higher education, employment or training.

The development of enhanced systems and processes, such as weekly Pupil Progress Meetings (PPM) and regular support and challenge offered to Leaders of Learning and Curriculum Leads through regular supervision meetings with the Q of Ed lead ensure that all pupils have a well matched, bespoke curriculum that is dynamically adapted to meet changing needs.

Subject specialist teaching staff regularly work together in curriculum groups to develop the curriculum, share, and build on their expertise and reflect on the impact of their work, for example, through tasks such as sharing and moderating outcomes from subject focused sequencing of knowledge and skills from taught lessons.

Individual and group membership of an extensive set of external networks, for example, the National Association for Hospital Education, links with the Early Years Advisory team, alongside subject specific and whole school CPD, evidences the school's strong commitment to the continuing professional development of its staff, ensuring that the curriculum and teaching practices embrace advances and changes.

An embedded system of drop-ins provides leaders with the secure knowledge that the quality of teaching is consistently strong; approaches are well matched to meet the needs of individual pupils, assessment is highly

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effective, lessons are responsively adapted when needed to address identified gaps in learning or to changing pupil presentation linked to medical needs and a high quality curriculum is being delivered across the school.

AQA unit awards, Arts Awards, PawPrint badges and the schools website, newsletters and social media platforms evidence some of the outcomes of an exceptional curriculum enrichment offer which enables pupils to thrive by taking part in rich learning experiences and learning about things that are, for many, outside of their daily experience.

QA processes evidence that reading is prioritised across the curriculum and the teaching of early reading is extremely strong and linked to the enrolled school synthetic phonics scheme wherever possible. There is a sharp focus on ensuring that pupils acquire a wide vocabulary and communicate effectively.

Individual tracking processes monitor outcomes for each pupil and provide leaders with a comprehensive set of measures, including academic progress, attainment, attendance and destination data. This data shows that pupils progress exceptionally well during their time at OHS and strong reintegration outcomes provide leaders with the secure knowledge that when they leave, pupils are well equipped for the next stage of education, employment or training.

The following areas are a strategic focus for the 2022-24 SIP in order to further enhance our high quality provision:

- New QA practices are consistently embedded across the school, are focused on 5 key indicators of the Quality of Education and outcomes are shaped into highly effective actions that result in the best educational outcomes for all pupils across the school
- Teaching expertise within the school is further developed and informed by research and evidenced based practices into the most effective approaches to teaching pupils who have experienced adverse and traumatic childhood experiences

**Behaviour and Attitudes****The standards of behaviour and attitudes are outstanding because:**

Weekly 1:1 Key Tutor meetings and home visits on admission to Outreach reflect some of the highly personalised and inclusive approaches to supporting pupils, helping them to feel empowered and to develop positive attitudes to their education.

Working with stakeholders to develop collaborative approaches to encouraging attendance results in very positive levels of participation for the majority of pupils, helping them to increase their resilience, engagement in learning and educational outcomes.

Staff members work to provide a trauma-informed, nurturing and supportive environment; as a result, the majority of pupils at the school demonstrate high levels of motivation and persistence, even in the face of difficulties.

Dynamic and individual approaches to monitoring and reviewing the progress of each young person, such as weekly Pupil Progress Meetings (PPM), ensures that the school takes intelligent, timely and highly effective action to support them - for example, personalised strategies to support each young person are held in an IPP, supporting a consistent approach from the whole staff team.

Regular stakeholder surveys highlight one of the key factors contributing to the positive attitudes and behaviours of pupils is the strong culture of respect and safety at the school and that relationships between pupils and staff members are exceptionally strong, creating a safe and supportive environment.

**The standards of behaviour and attitudes are outstanding because:**

Staff members are trained to be vigilant in identifying and addressing any concerns and effective policies and procedures, such as the Behaviour Policy, support high levels of positive behaviours and ensure the safety and well-being of all pupils is paramount.

The following areas are a strategic focus for the 2022-24 SIP in order to further enhance our high quality provision:

- Highly effective action is taken to support those pupils who are finding it difficult to engage, participate and succeed in their education.

**Personal Development**

**The standards of personal development are outstanding because:**

The OHS is dedicated to providing exceptional opportunities for its pupils to develop their cultural capital, talents, interests, and character. The school's approach to personal development is bespoke, comprehensive, and highly effective, which is reflected in its excellent outcomes and its culture of confidence, resilience, and independence.

The enhanced use of AQA unit awards, the development of workshop activities and the LORIC curriculum offer are all strong examples of where the Personal Development Curriculum impacts pupil outcomes across the school.

The wide range of opportunities for pupils to develop their talents and interests are of exceptional quality and can be seen in a wide range of learning experiences, including those delivered with the support of specialists in culture, art and music. These experiences are carefully crafted and tailored to the individual needs of pupils, which considerably strengthens the school's overall offer and enhances pupils' understanding and appreciation of diversity and their spiritual, moral, social and cultural development.

The teaching of employability skills through the LORIC programme and personalised 1:1 support is a particular strength of the school as it extends beyond academic learning to support pupils' broader development and their next steps in education, employment, or training.

Personalised approaches through a bespoke curriculum and pastoral and key tutor support promotes resilience, independence, and confidence in pupils. This enables them to develop their character to become well-rounded individuals and successful learners who are able to make a positive contribution to the community and the wider world.

The following areas are a strategic focus for the 2022-24 SIP in order to further enhance our high quality provision:

- Further enhance the PD offer in each setting so that all pupils have access to a wide range of inspiring options to support their personal development.

**Leadership and Management**

**The standards of leadership and management are outstanding because:**

Leaders, including school Governors, have a clear and ambitious vision for providing high-quality education to all pupils. This vision is realised through strong, shared values, policies, and practices that are consistently implemented across the school.

The OHS is led by a team of committed and highly effective leaders. The school's strong values, policies, and

### **The standards of leadership and management are outstanding because:**

practices, as well as its commitment to staff development and wellbeing, safeguarding, and collaboration with wider professional groups, ensure that pupils receive high-quality education and support that prepares them well for their future success.

A wide ranging programme of leadership supervision, support and training has enhanced leaders' skills, knowledge and understanding of their roles in the complex and dynamic environment of the OHS; QA reviews capture evidence of consistently high standards and high performing teams across the school.

Leaders ensure that focused professional development, delivered through external providers and inhouse, drives the continuous improvement of pedagogical and subject content knowledge of teaching staff. This improvement is reflected in the high quality delivery of the curriculum and consistently strong outcomes for pupils.

Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels. When issues are identified, particularly concerning workload, they are addressed appropriately and quickly. Collaborative approaches, such as the staff wellbeing and the equality, diversity & inclusion groups, open to all staff, demonstrate a strong commitment to staff wellbeing and creates a positive working environment. The annual staff wellbeing survey evidenced positive feelings about the school's commitment to wellbeing referencing high levels of support for staff.

The OHS actively seeks out opportunities for external challenge and support. The Challenge Partners review completed in February 2023 highlights the very good work of the school quoting that "Senior Leaders are rightly proud of their school. They have a clear vision and mission statement focusing on 'putting pupils at the heart of everything'. This permeates through everything they do."

Through the Medical Needs in School training website, in-school advice and support and through links with local and national organisations such as the National Association for Hospital Education, OHS supports colleagues across the county to improve outcomes for young people with medical conditions. Traffic through the training website shows over 1,400 visits. One user said "Their corporate advice and the care and attention of individual colleagues at the OHS have been invaluable in supporting me, the school and most importantly students and their families."

The OHS has a strong culture of safeguarding; regular opportunities for the safeguarding team to meet, discuss cases and challenge decision making are embedded in the school's culture. This approach ensures that cases are thoroughly reviewed, reflected upon, and actions are taken to support the young people involved. The most recent Safeguarding audit commented that "The responses to the pupil survey highlight that children/young feel able to report to a trusted adult in school if they have concerns. In addition, [school] records demonstrate that children/young people feel well supported to share their worries."

The following areas are a strategic focus for the 2022-24 SIP in order to further enhance our high quality provision:

- Ensure high quality strategic leadership of staff and structural change across the school.
- Governors work with clarity and purpose and are highly effective in contributing to, and evaluating, the school's agreed outcomes.