Oxfordshire Hospital School

Self Evaluation Framework

September 2024

SEF - June 2024

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 teaching, 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 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.

References in green font are quotes from the Ofsted Report - June 2023.

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 wellbeing.
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.

Ofsted June 2023 "Oxfordshire Hospital School continues to be an outstanding school."
Ofsted report link

Quality of Education

The Quality of Education is outstanding because:

The overwhelming majority of pupils access a highly personalised curriculum that is ambitious and has a clear direction of travel/endpoint linked to longer term educational pathways, employment or training. Most often, this is an age/stage appropriate pathway or working towards a national accreditation e.g. GCSE for KS4 pupils, an AQA unit award or an arts award. A small number of longer term pupils, for example those who are NEET, who have been disengaged from education for a prolonged period of time on referral or are suffering the impact of deteriorating physical or mental health, can, at times, struggle to engage in academic learning.

The curriculum is well matched to the context and needs of individual pupils and accounts for delays/gaps in learning. All pupils receive teaching from experienced subject specialists in core areas of the curriculum who review outcomes on a granular level within, and after, each lesson and respond adaptively to address any gaps in knowledge, skills or the foundational blocks of conceptual understanding through the curriculum. Outcomes from QA processes by curriculum leads indicate that on a very small number of occasions some lessons appear to lack appropriate pace.

The school has developed an extensive bank of curriculum resources to support the enrolled school curriculum and to support teaching staff in addressing delays/gaps in learning. Iterative developments continue. Due to extenuating circumstances, there are some individual parts of the secondary English and Science curriculum which still need completing but are on track for completion early in the next academic year.

The Quality of Education is outstanding because:

The curriculum is broad, offering academic and experiences in life. The school offers EBACC subjects across each setting and uses external providers to offer on-going access to high quality art, music and cultural experiences. In the majority of lessons, teaching is adaptive and highly effective. Most teaching staff are skilled and experienced in engaging the 'hard to reach'. Most pupils engage well and make strong progress within their ipsative context. In all settings, the complexity of pupil need has increased, resulting in a range of more challenging behaviours and increased learning needs, such as those related to emerging borderline personality disorder and acute low mood. Most staff have deep knowledge and understanding of a range of SEN but the school needs to ensure that all staff are confident and consistent in their approaches to supporting these increasingly complex and more frequently occurring needs.

Teaching staff have deep subject knowledge and expertise. Subject specialists work closely to share & develop expertise on curriculum and pedagogical knowledge such as 'how' concepts are taught. Curriculum leads access external networks such as PIXL, the BBO Maths Hub and NAHE events in order to ensure that their teams remain up to date with developments. All teaching staff visit mainstream settings on an annual basis to observe teaching and meet with peers. In addition, the school supports access to a wide range of external CPD. The school would like to increase the focus on pedagogy as the foundation for high quality teaching and learning.

Teaching supports deep learning. Teaching staff have deep knowledge & understanding of the impact of a range of medical, mental health and SEN, for example, on pupils' focus, attention & memory. They understand that many pupils have 'spiky' learning profiles and teachers are highly aware of the need to revisit and reinforce learning or prioritise areas or move on without delay.

A breadth of evidence from enrolled schools, pupils and parents and 'snapshot' assessments on entry to OHS are used to inform initial starting points. On-going assessment is accurate, targeted and informative. Teaching staff are supported by curriculum leads and formal moderation sessions are held annually in order to ensure that staff are skilled in making accurate assessments in line with national expectations. Pupils' levels/grades of working are assessed at least termly (6x annually).

The overwhelming majority of pupils achieve exceptionally well within their ipsative context during their time at OHS. Key indicators which support this include academic success, social and emotional progress, attendance, accreditation and destination data.

Reading is assessed on entry for long term pupils and targets for improvement are identified. Pupils are supported to read accurately and fluently and access a broad range of texts across the curriculum. All teaching staff are trained in QFT strategies to support reading difficulties. Teaching of early reading and disciplinary literacy is strong. Diagnostic assessment and consistency of support for longer term pupils with reading difficulties in KS3/4 would benefit from review to ensure that it's as strong as it can be.

The known SEN of pupils are supported on entry with strong links between OHS and referring agencies, including the needs of pupils outlined in EHCPs. Many pupils enter the OHS with undiagnosed SEN. The school robustly advocates & supports access to the appropriate provision for these young people, including 1:1 support with EHCNa applications, EHCP emergency reviews and access to appropriate diagnostic assessments.

Accreditation supports confidence and next steps planning. A broad range of nationally recognised accreditation pathways encourage meaningful engagement, capture achievement and support next steps planning. Some pathways run in parallel in order to ensure successful outcomes, for example, functional skills and GCSEs.

The school has robust systems and processes for supporting strong partnership working towards positive outcomes at all stages from entry to moving on. These include initial home visits, weekly updates, regular review and discharge planning meetings for all long term pupils. Pupil voice is central to this.

The Ofsted inspection report from June 2023 describes elements of the school:

- "Pupils achieve extremely well during their time at Oxfordshire Hospital School.

The Quality of Education is outstanding because:

- Adults have very high expectations for pupils' achievement.
- They (teaching staff) adeptly respond to pupils' changing needs, adapting the curriculum and recapping on prior teaching to help pupils learn extremely well.
- Pupils feel listened to and know that they quickly get the right help they need to learn.
- Teaching staff are experts at assessing pupils' starting points.
- They (teaching staff) use the information from these conversations to plan a highly bespoke curriculum that meets each pupil's needs extremely well.
- Reading has an especially strong focus for pupils of all ages.

The following areas are a strategic focus for the 2024-2025 SIP in order to further enhance our high quality provision:

- Reflect on the changing complexity of needs of school cohorts and provide targeted CPD so that all staff can develop confidence & skills in adapting their teaching in order to best manage these needs.
- Prioritise intellectual engagement & creativity throughout the curriculum, with a particular focus on active learning and critical thinking.
- Promote pedagogical curriculum knowledge through working together in curriculum teams to share and explore best practice in core concepts, building internal consistency in teaching approaches.

The following areas will be addressed through enhanced operational approaches for 24-25:

- Ensure flexibility within QA processes to identify and spotlight QA activities dynamically on arising issues related to quality and standards, for example, pace of curriculum delivery.
- Completion of curriculum resource banks for secondary English and science.
- Review of diagnostic assessment and consistency of support for longer term pupils with reading difficulties in KS3/4.

Behaviour and Attitudes

The standards of behaviour and attitudes are outstanding because:

Highly personalised and inclusive approaches to supporting pupils are embedded into the school's routines. For example, weekly 1:1 Key Tutor meetings and home visits on admission to Outreach help young people to feel empowered and to develop positive attitudes to their education. The school needs to do more for some of its most hard to reach pupils to ensure that it builds trust and engages them quickly and in a more lasting way.

As a result of highly effective partnership working with various stakeholder groups,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.

A trauma-informed, nurturing and supportive environment is adopted by all staff; as a result, the majority of pupils at the school demonstrate high levels of motivation and persistence, even in the face of difficulties.

The school takes intelligent, timely and highly effective action to support its pupils, for example, personalised strategies to support each young person are held and these inform effective decision making. Within a whole school framework of weekly Pupil Progress Meetings (PPM), each setting has its own dynamic and individual approach to monitoring and reviewing the progress of each young person.

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 support high levels of positive behaviours and ensure the safety and wellbeing of all pupils is paramount. The Ofsted inspection report from June 2023 describes elements of the school: ● Pupils behave extremely well. ● Pupils show positive attitudes to learning. ● The positive … environment limits any potential for bullying.
The following areas are a strategic focus for the 2024-2025 SIP in order to further enhance our high quality provision: ● Ensure that highly effective arrangements are in place for the most hard to reach pupils to ensure that the school builds trust and engages them quickly and in a more lasting way.

Personal Development

The standards of personal development are outstanding because:
Pupils are provided with exceptional opportunities 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. Pupils in the community are able to access social and outdoor learning opportunities at Hill End and through the newly established partnership with Blenheim Palace. Events and virtual experiences such as 'Talk with a Zookeeper' provide additional enrichment and breadth. A broad and high quality range of life skills resources exist across the school and these would benefit from being brought into a cohesive curriculum offer. 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 school is aware that a strengthening of the evaluative processes surrounding the Personal Development Curriculum is needed to ensure that the offer remains of the highest quality and evolves to meet the changing needs of our pupils. Each term (3 times per year) the OHS is independently assessed using the 'Compass Careers Benchmarking Tool against the Gatsby Benchmarks. Each assessment highlights the excellent careers education offer for young people at the OHS. 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. Pupils are well prepared for next steps (reintegration/moving on). All pupils are offered personalised support with next steps & reintegration planning. For some, this includes preparing and attending college interviews and open days, writing a CV, school visits and blended timetables. Discharge report outlining progress and next steps support and robust partnership working with stakeholders including pupils, schools, colleges and parents support as smooth a transition as possible. Key tutors provide a highly personalised approach; they listen to young people and carefully guide them into

The standards of personal development are outstanding because:

appropriate decision making promoting resilience, independence, and confidence. 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 Ofsted inspection report from June 2023 describes elements of the school:

- The school's focus on pupils' wider development is exceptional. Personal, social and health education is highly bespoke.
- Pupils told us how much they appreciate this aspect (personal development) of the curriculum because it 'caters for me specifically' and helps them to think positively about their next stages.

The following areas are a strategic focus for the 2024-2025 SIP in order to further enhance our high quality provision:

- Formalise cohesive pathways with defined directions of travel/endpoints which engage pupils in less formal academic learning, incorporating themes which are particularly relevant for future life chances, such as finance & independent living.

The following areas will be addressed through enhanced operational approaches for 24-25:

- Strengthen the evaluative processes surrounding the Personal Development Curriculum to ensure that the offer remains of the highest quality and evolves to meet the changing needs of our pupils.

Leadership and Management

The standards of leadership and management are outstanding because:

Given the significant challenges experienced by communities and the education sector over recent years, school leaders, including school Governors, have undertaken a detailed review of the school's vision statement to ensure that it is fit for purpose and continues to reflect the highly ambitious objectives of the school. The clear and aspirational vision provides a platform on which the school continues to grow and provide high-quality education to all its pupils and strong support to its community. This vision will be embedded through shared values, policies, and practices, 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 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. The school recognises that its size limits the opportunities for staff to take on formal leadership roles; we are committed to exploring innovative ways in which we can support the development of staff as future leaders.

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. We are keen to further develop the skills and behaviours of all leaders in leading and managing teams in our unique educational setting.

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. In a changing educational landscape, we are committed to rethinking our approaches to staff development and training to ensure that it remains highly impactful on pupil and staff outcomes.

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

The standards of leadership and management are outstanding because:

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.

Senior Leaders are proud to work at the OHS. They believe in the vision and mission statements and display a relentless focus on putting pupils at the heart of everything. This is visible through everything they do.

The school takes advantage of its professional links and relationships with wider professional groups by offering an exceptional Tier 1 support training suite for schools. The Medical Needs in School training website provides advice and support through links with local and national organisations such as the National Association for Hospital Education, national charities and local NHS trusts. The OHS supports colleagues across the county to improve outcomes for young people with medical conditions. 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 site, developed by the OHS, has now been adopted by 2 other regions in the UK with more in line to come onboard soon.

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 it was : "A very positive review."

The Ofsted inspection report from June 2023 describes elements of the school:

- Pupils enjoy their lessons and feel happy and very safe.
- The arrangements for safeguarding are effective.
- Teaching staff are highly trained in hospital education.
- Leaders and governors recognise the dedication of staff. They make sure their wellbeing is strongly prioritised.
- Staff are extremely, and rightly, proud to work at the school.

The following areas are a strategic focus for the 2024-2025 SIP in order to further enhance our high quality provision:

- Develop a 'People Strategy' which focuses on the understanding and development of the knowledge, behaviour and skills needed to be an exceptional member of the OHS team, both staff and Governors.
- Rethink our approaches to staff development and training to ensure that they are highly impactful on pupil and staff outcomes.
- Formalise the Tier 1 offer for schools in the authority providing them with a clear programme of support that ensures they are well equipped to educate young people with medical conditions.
- Use the revised vision statement to reconnect the school's purpose and its processes with stakeholder groups.
- Further develop the skills of all our leaders in facilitating exceptional practice and outcomes in our unique educational setting.