**Hospital Education Service**

**Standards & Quality Report**

**Session 2024 – 2025**

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

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|  | **The context of the school** |
|  | The Hospital Education Service (HES) has two sites across Glasgow. Stobhill school which is part of Skye House inpatient psychiatric unit and the Royal Hospital for children.  **Stobhill School**  There is a purpose-built school in Skye House composing of five classrooms a gym and a garden. Pupils attend from 8.45 am until 3 pm. There is a 7 period day with each period lasting 45 minutes. Young people follow a daily timetable. All of our pupils are inpatients in hospital and Skye House young people suffer from a range of mental illnesses and a number of them are detained under the mental health Act.  **Royal Hospital for Children (RHC)**  In RHC the majority of teaching is completed at bedside. There is also a classroom where pupils who are well enough can attend. In RHC, children and young people suffer from a range of physical illnesses, including life limiting illnesses such as cancer. Some children also suffer with mental health conditions.  Our curriculum is designed to meet the needs of our pupils with work taught that mirrors the work being completed in home schools in order to provide consistency for pupils.  We have pupils who attend temporarily at various times across the year, we make sure that planning learning starts with looking at the needs of each individual pupil and contact schools quickly when a pupil is admitted and follow the work of the school. Some pupils sit national exams as inpatients. Pupils remain on their home school role while an inpatient and are entered for exams by their establishments but much of the course work may be completed in HES. We liaise with schools around Assessment Arrangements (AAR) etc.    A welcoming inclusive and nurturing ethos is evident throughout our service. This is commented on by visitors to the service as well as NHS colleagues. |
|  | **Our achievements and improvements 2024 – 2025** |
| **1.3 Leadership of Change**  We are committed to fostering a safe, supportive, and inclusive environment where all children and young people, who experience physical and mental health issues, can achieve. A few staff took part in a relationships working party which resulted in the formulation of a Relationships Policy. All staff and the majority of young people were consulted ensuring that their views were included.  We have been raising awareness and implementing UNCRC articles as part of our Gold Rights Respecting School journey after we were awarded our Silver RRS award. All school staff and the majority of children and young people have been consulted which has led to a clearer understanding of the importance of ensuring that children’s rights are met throughout HES. A few of the wider MDT provided feedback by completing questionnaires and surveys.  **2.3 Teaching, Learning and Assessment**  A teaching and learning working group consulted with stakeholders regarding the quality of learning and teaching in HES. This resulted in the development of a policy on learning and teaching. This has led to clear guidance on Learning and teaching in HES which will lead to a more consistent experience for young people in HES. This policy will be embedded next year.  The majority of staff took part in teaching sprints training for metacognition. Teachers incorporated this into teaching practice. This allowed more pupils the opportunity to direct their own learning. Evaluations of this training was positive.  **3.1 Ensuring wellbeing, equality and Inclusion**  Children and young people are more engaged in decision making. Pupils were consulted regarding subjects in school this year and as a result a biology/chemistry and music teacher were sought to meet pupil needs and improve attainment.  The majority of staff completed training for TIE levels 1 and 2. Staff evaluations showed that they felt better informed and more confident around issues relating to gender and sexuality as well as reflection on proactive measures that are used in learning and teaching.  There are extremely positive relationships between staff and pupils. The majority of young people complete “all about me” booklets in order to provide information regarding preferences. As a result staff get to know more about the young people in order to build a positive relationship.  Despite barriers to learning (specific health issues) almost all young people timetabled for education attend well most of the time either in school or individually on wards  In line with UNCRC, the views of our pupils are sought by various means including consultation with pupils at the pupils council and during learning conversations and questionnaires.  Almost all pupils are given the opportunity to complete evaluations on discharge from hospital.  As well as giving their opinions on the Service we provide, they can also give their views on improvements we could make. The collation of these are then used to inform decision making and planning for the future.  **3.2 Raising attainment and achievement**  All staff take part in moderation activities across GVS. A few staff engage in moderation activities across schools within their learning community/home schools leading to improved planning and staff being able to confidently assess a level leading to an improvement in attainment for young people.  All teaching staff in RHC researched a range of adaptive teaching strategies to meet individual needs allowing pupils to feel supported yet challenged during lessons. Staff have updated a range of the resources in the which can be used by all staff. As a consequence, staff have access to a range of appropriate resources which can be used to meet learner needs.  Almost all staff have been supported with aspects of digital literacy as required. CPD opportunities have been presented to all staff include raising awareness of suitable apps and resources that can be used in our setting. This resulted in staff becoming more aware of the digital resources that are available to better meet individual pupil needs.  The majority of our pupils took part in activities in an Impact group which supported aspects of the Duke of Edinburgh award with a few pupils gaining their Bronze Duke of Edinburgh Award.  All teaching staff in RHC embarked on a series of workshops on brain injury training with NHS staff. This resulted in a clearer understanding for staff in the impact of such injuries on children and young people. This has enabled staff to become more aware of the ongoing physical and mental aspects of brain injuries and the effect this can have on learning. |
|  | **Our improvement plan priorities 2025 – 2026** |
| * To continue our Rights Respecting School Gold journey to achieve Gold status * To revisit and refresh our Vision, Values and Aims * To embed our relationship policy to better improve wellbeing and support for pupils * To raise awareness of the development of interactive apps and AI to support learners * To embed the use of Metacognitive strategies to support pupils reflect on progress and set their own learning goals * Devise and introduce a Lesson Evaluation Toolkit to support shared identification of development needs and promote consistent, high-quality learning experiences across the school * Increase partnership working to support and meet the needs of pupils with more complex needs * The introduction of shorter courses in order to help meet the needs of pupils |

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|  | **How Good Is Our School 4 Quality Indicator (QI)** | **Evaluation** |
| Leadership of Change (QI 1.3) | Satisfactory |
| Learning Teaching and Assessment (QI 2.3) | Good |
| Ensuring Wellbeing Equality and Inclusion (QI 3.1) | Good |
| Raising Attainment and Achievement (QI 3.2) | Satisfactory |

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|  | **How to find out more about our school** |
| Contact us directly if you require further information about our school or if you wish to comment on this report.  Our contact e-mail address is: [office@hes.glasgow.sch.uk](mailto:office@hes.glasgow.sch.uk) or AGillespie@hes.glasgow.sch.uk    Our telephone number is:0141 232 6630 / 0141 452 4175  Our school address is: Skye House, Stobhill School, 133, Balornock Road, Glasgow G21 3UW  Royal Hospital for Children, 1345 Govan Road Glasgow G51 4TF  Further information is also available on our website. |