

# Odyssey House School

2c Northwood Road, Highgate, London N6 5TN

## Inspection dates

9 May 2019

### Overall outcome

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

#### *All paragraphs*

- The school's curriculum policy provides a rationale and overview of what pupils will be taught in each key stage and in each subject. It covers the full intended age range of pupils.
- Schemes of work have been prepared for each subject and year group, and leaders understand that these will be adapted to meet the individual needs of pupils. Long- and medium-term plans are in place to ensure that pupils acquire knowledge, skills and understanding in each subject. These take into account the potential range of abilities and aptitudes. The school intends mainly to follow the national curriculum although a range of additional subjects, such as Latin, will also be available for pupils.
- The personal, social, health and economics (PSHE) education programme includes a range of topics to develop pupils' understanding of themselves and others. The schemes of work for PSHE cover a range of topics, including relationships, health and citizenship education. As with the other schemes of work, these take into account pupils' age and stage of development.
- The school's assessment policy sets out clear intentions for the use of assessment throughout the school. Leaders have established guiding principles for assessment in lessons as well as the use of summative assessments in each year group. The school intends to register as an examination centre so that pupils in key stage 4 can take GCSE, functional skills and vocational courses. Leaders understand how to monitor pupils' progress from their starting points across a range of subjects.
- Leaders understand how to monitor the quality of teaching and learning. Procedures are in place to ensure that classroom resources are relevant and updated regularly.
- Arrangements have been made to provide pupils with impartial careers advice and guidance. Leaders have set out plans to ensure that all pupils will receive opportunities, both in school and on educational visits, to find out about the world of work and the different pathways to employment.

- The school's policy for pupils with special educational needs and/or disabilities (SEND) sets out leaders' commitment to ensuring that the curriculum will be adapted to meet pupils' needs, including making reasonable adjustments.
- The school is likely to meet all standards in this part.

## Part 2. Spiritual, moral, social and cultural development of pupils

### *All paragraphs*

- The school's policy for spiritual, moral, social and cultural (SMSC) development emphasises the importance leaders place on this aspect of the school's work. The policy explains how SMSC will be promoted through assemblies, special activities and celebrations and also through the various curriculum subjects. Leaders have established where connections to other schemes of work, such as English and history, link to opportunities to promote pupils' SMSC development.
- Leaders have established a 'tracking tool' to monitor pupils' SMSC development. The policy and associated schemes of work incorporate opportunities for pupils to learn about others and to develop an understanding of fundamental British values. The policy and schemes of work demonstrate the school's aims to encourage respect for others, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- The staff code of conduct and the school's teaching and curriculum policies clearly preclude the promotion of partisan political views or personal beliefs. The school's safeguarding procedures include mention of the use of visiting speakers to the school. Leaders know how to ensure that the content of what visiting speakers share with pupils is checked beforehand so that it is suitable.
- The school is likely to meet all the standards in this part.

## Part 3. Welfare, health and safety of pupils

### *All paragraphs*

- Leaders have developed policies that relate to all aspects of pupils' safety and welfare. The school's behaviour policy sets out the aims of the school and the ways in which behaviour will be managed consistently. It outlines information on rewards and sanctions and how these relate to the school's aims and ethos. The school's anti-bullying strategy sets out how leaders will address any incidents and how anti-bullying messages will be promoted through assemblies and the PSHE curriculum, for example.
- The school's safeguarding and child protection policies take into account the latest legislation. These are published on the school's website for parents and carers to read. All staff receive appropriate training, including enhanced training for the designated safeguarding leaders. Training incorporates the 'Prevent' duty, female genital mutilation and child sexual exploitation.
- The proprietor has ensured that policies are in place for health and safety. Leaders have established systems to ensure that all aspects of the site are checked regularly, including fire exits, fire alarms and emergency lighting, for example. The school's risk assessment policy sets out the roles and responsibilities of different members of staff. Risk assessments have been established to identify and minimise potential hazards to

pupils during school-based activities and on trips to the local park or to museums and leisure facilities.

- The school's first aid policy and the procedures for administering medicines are in place. These set out the expectations of staff when dealing with accidents and illnesses. Procedures are in place to record the implementation of all policies.
- Leaders used an appropriate external contractor to complete fire audits and other site safety checks. Leaders understand how to implement action plans associated with fire safety.
- The school's admissions record includes the required information. Suitable arrangements are in place to monitor and record pupils' attendance and absence.
- The school is likely to meet all the standards in this part.

#### Part 4. Suitability of staff, supply staff, and proprietors

##### *All paragraphs*

- The proprietor and leaders have prepared recruitment procedures to ensure that staff, self-employed tutors, contractors and other staff, are suitable to work in the school. These procedures have been implemented appropriately for the current staff in the school.
- The single central record of staff suitability has been prepared. It meets requirements and logs the required information, including prohibition checks. The school does not intend to appoint staff through supply agencies or use day-to-day supply staff. If this situation should change in the future, systems are in place to ensure that the required checks are undertaken.
- The school is likely to meet all the standards in this part.

#### Part 5. Premises of and accommodation at schools

##### *All paragraphs*

- The proprietor and school leaders have developed procedures to ensure that the premises are maintained to a safe and suitable standard. Since acquiring the building, the proprietor has ensured that the site meets requirements and has used external contractors to implement fire safety procedures.
- The building is bright, clean and safe for pupils. All parts of the building, including teaching rooms, are ventilated and use appropriate lighting. The proprietor ensures that there are separate toilet facilities for boys and girls, and that shower and changing room facilities are available for older pupils. The school's medical room meets requirements and allows for the treatment of sick or injured pupils.
- The proprietor has ensured that drinking water is available, labelled as such and that non-drinking water signs are in place where appropriate. There is an adequate supply of hot and cold water for pupils to use and the temperature of this water is controlled appropriately.
- The proprietor has ensured that the school site is safe for pupils. A secure intercom system is used at the front door so that the office staff can check the identity of visitors before they enter the building.

- Although the school has a small outdoor area to the front of the building, it makes use of green space and a park very close by. Leaders intend for this to be used for outdoor play and learning activities. The school makes use of the local leisure centre for physical education and swimming. Leaders have implemented the school's risk assessment policy for the use of these facilities. The provision for pupils to access outdoor space available is suitable.
- The school is likely to meet all the standards in this part.

## Part 6. Provision of information

### *All paragraphs*

- The school's website is operational. Leaders have published all the required policies and procedures on the website for parents to read, including procedures for safeguarding, first aid, health and safety and admissions. Leaders have published a range of other policies for parents, including those related to the curriculum, complaints and the school's provision for SEND.
- Contact details of the headteacher and proprietor are provided on the school's website. Leaders have plans in place to publish the school's academic performance information for each school year, once the school has been operational for a year.
- Leaders have developed templates to report pupils' progress, incorporating their academic progress and their personal, social and emotional development.
- Leaders are aware of the need to provide parents with access to inspection reports.
- The school is likely to meet all the standards in this part.

## Part 7. Manner in which complaints are handled

### *All paragraphs*

- The school's complaints policy, which is published on its website, meets requirements. It sets out the informal procedures for dealing with complaints at both the informal and formal stages.
- The procedures for formal stages, including the use of a complaints panel, are established. These indicate roles and responsibilities in ensuring that complaints are handled appropriately and within the required timescales.
- The school is likely to meet all the standards in this part.

## Part 8. Quality of leadership in and management of schools

### *All paragraphs*

- The proprietor, headteacher and other leaders bring a range of expertise to the school. They have worked in education before, including leadership roles. The proprietor and other leaders have worked with independent schools in previous posts and plan to use this experience to ensure that the independent school standards are implemented consistently.
- Although a governing body does not exist at the moment, the proprietor has plans in place to establish one as the school grows. The proprietor has arranged for the expertise of an external consultant to act as a critical friend and provide support and challenge to leaders. The current senior team comprises the proprietor, headteacher,

school business manager and education consultant. Together, they have the necessary skills and expertise to ensure that the independent school standards are understood.

- Plans are in place to recruit other members of staff, including teachers and tutors. The proprietor and headteacher have a range of professional links with other settings, providers, companies and charities. They plan to use these links to support the ongoing work of the school, including sharing facilities and good practice.
- The proprietor and leaders demonstrate a secure understanding of what is required of them. They are ambitious for the school and have developed policies and procedures, underpinned by a shared vision and ethos, to enable the school to grow and develop.
- The proprietor and senior leaders have ensured that the school is likely to meet all the independent school standards.

#### Schedule 10 of the Equality Act 2010

- The school has an appropriate three-year accessibility plan in place. It incorporates different aspects of the school's work, including the curriculum. The school is likely to fulfil its responsibilities under Schedule 10 of the Equality Act 2010.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Proposed school details

|                         |          |
|-------------------------|----------|
| Unique reference number | 147060   |
| DfE registration number | 309/6007 |
| Inspection number       | 10102514 |

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

|                                      |  |
|--------------------------------------|--|
| Type of school                       | Other independent school   |
| School status                        | Independent school   |
| Proprietor                           | Odyssey Education Services Limited   |
| Headteacher                          | Hannah Burman  |
| Annual fees (day pupils)             | £8,600 per term  |
| Telephone number                     | 020 8348 8009  |
| Website                              | <a href="http://www.odysseyeducation.org.uk">www.odysseyeducation.org.uk</a>     |
| Email address                        | <a href="mailto:office@odysseylearning.org.uk">office@odysseylearning.org.uk</a> |
| Date of previous standard inspection | Not previously inspected   |

## Information about this proposed school

- Odyssey House School is situated in Highgate, within the London Borough of Haringey. It aims to provide education to pupils from the ages of seven to 16. It does not have a religious ethos and is a non-selective school.
- The school aims to be a 'unique school for children who need to be nurtured through their education journey'. It is seeking to register for full-time education for up to 30 pupils.
- The school does not propose to use any alternative providers.

## Information about this inspection

- This inspection was commissioned by the Department for Education to assess whether the school is likely to meet all the independent school standards if it is registered as an independent school. This is the school's first pre-registration inspection.
- The inspector held meetings with the proprietor, headteacher, school business manager and education consultant. He discussed leaders' aims for the school and how they intend to implement the school's policies. He looked at and discussed the school's proposed curriculum documents, including schemes of work for different subjects and year groups.
- The inspector toured the premises and scrutinised the school's policies and procedures to check the school's likely compliance with the independent school standards.

## Inspection team

Gary Rawlings, lead inspector

Ofsted Inspector



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