

Inspection of Odyssey House School

2c Northwood Road, Haringey, London N6 5TN

Inspection dates: 10–12 December 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Not previously inspected

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Leaders of this new school have a clear vision and the skills to deliver a good education. They have high expectations for themselves, the staff and pupils alike. Most pupils join this school after being out of full-time education for long periods. Staff build up strong working relationships with the pupils. They motivate them to do their best.

Pupils told us that they enjoy coming to school. They see school as a safe and stable place. They know that staff will support them to overcome their anxieties and build their self-confidence. Everyone is respectful, and pupils look out for each other. Pupils said that there is no bullying. This was confirmed in the school's records, and by parents. They are confident that, should bullying occur, leaders would take swift action.

The curriculum is well balanced. It supports pupils' social and emotional development, as well as their academic achievement. Staff help pupils to manage their own feelings and behaviour. Consequently, they behave well throughout the day and contribute positively in lessons. They achieve well across the subjects. Older pupils are working toward recognised qualifications, including GCSEs and vocational accreditations.

Pupils appreciate the experiences and educational visits that they have outside the classroom. These experiences prepare them well for life in modern Britain.

What does the school do well and what does it need to do better?

Leaders and staff have high aspirations for pupils' future success. They work together as a team, alongside parents, in the best interests of the pupils. They have a joint sense of purpose and morale is high.

Since the school opened, leaders have done much to develop the curriculum. All pupils study a broad range of subjects in line with the requirements of the independent school standards. Leaders plan the curriculum in a logical way. They have a clear overview, across the subjects, of what pupils will study and when. Pupils join the school with gaps in their knowledge. This is down to pupils' irregular attendance at previous schools. With small classes allowing for personal attention, staff help pupils catch up quickly. Teachers have expertise in their subjects. They use assessment well to adapt their teaching to pupils' needs. They plan topics in ways that tap into pupils' interests. This inspires pupils to gain new knowledge and develop a range of skills.

Teachers plan lessons that help pupils make links across subjects and understand how to apply their learning to everyday life. For example, in a history lesson, pupils learned about medieval Britain. They considered the complex issues of privileges, taxation and moral codes. They then compared their findings on these issues to life in modern Britain.

When they join the school, pupils are often reluctant readers. Staff use a range of strategies to develop pupils' reading skills. They model enthusiasm for reading, and encourage pupils to read and appreciate a range of texts. As a result, pupils extend their vocabulary and develop their comprehension skills. Some are now avid readers for pleasure. However, a few pupils still have difficulties in reading with accuracy.

Typically, pupils join the school with poor previous educational experiences, often resulting in anxiety and long absences from full-time education. Most come with special educational needs and/or disabilities (SEND). They arrive feeling anxious about joining a new school. They worry about attending lessons and meeting new people. Specialist staff teach pupils various strategies to overcome their anxieties. This enables pupils to make new friends and build their self-confidence. Pupils' attendance is high, and they demonstrate positive attitudes to learning. They become happy and successful learners.

Pupils' personal development is good. They prepare for adult life through a range of experiences both in and out of school. Leaders encourage pupils to suggest topics for debate at weekly assemblies. For example, pupils asked to discuss the question of Holocaust deniers. Pupils visited an inclusive theatre, with a cast of disabled actors. In school, they explored excerpts from the manifestos of different political parties. Pupils held a mock vote during the general election. Recently, they held a climate change demonstration along a very polluted street. Leaders give pupils some careers advice as part of the personal, social, health and economic (PSHE) education programme. They have plans to extend and improve this.

The proprietor is an experienced educational leader. She has expertise in supporting pupils with SEND. She works in unison with the leadership team and curriculum consultant. Together, they ensure that the school meets the requirements of the independent school standards. Leaders maintain the building to a good standard. Leaders also check that the school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that staff undertake training and keep up to date with the latest guidance. The proprietor appoints staff in line with statutory guidance. All requirements about health and safety are met. Staff carry out appropriate risk assessments, such as for visits.

Staff know all the pupils well. They have established trusting working relationships with them. They know pupils may be particularly vulnerable owing to their anxieties. There is a strong culture of vigilance. Staff are alert to any changes in pupil behaviour and share their concerns with leaders.

Assemblies and bespoke lessons help pupils to understand risks. They learn how to

keep safe, such as when using the internet.

What does the school need to do to improve? (Information for the school and proprietor)

- Leaders and staff have put considerable effort into improving pupils' love of reading. Pupils are developing their comprehension skills well and learning new vocabulary. A few pupils, however, do not read with enough fluency. This affects their ability to read with accuracy. Leaders should ensure that they help those pupils to catch up quickly with their peers.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	147060
DfE registration number	309/6007
Local authority	Haringey
Inspection number	10115233
Type of school	Other independent school
School category	Independent school
Age range of pupils	7 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	8
Number of part-time pupils	0
Proprietor	Odyssey Education Services Limited
Chair	Charulata Kashyap
Headteacher	Andrew Paterson
Annual fees (day pupils)	£22,500 to £35,5000
Telephone number	020 8348 8009
Website	www.odysseyeducation.org.uk
Email address	office@odysseyeducation.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- This was the first standard inspection since the school was first registered to admit pupils in May 2019.
- The school is registered for up to 30 pupils in the age range seven to 16.
- The school provides primarily for pupils who have been out of full-time education.
- Most pupils have an education, health and care plan. They are placed by local authorities.
- The school does not use alternative provision.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- During the inspection, we looked in detail at reading, mathematics, history, and personal, social, health and economic (PSHE) education. This involved discussions with leaders and teachers, visits to lessons, looking at examples of pupils' work, and discussions with pupils. We also considered other subjects as part of the inspection.
- We spoke with the proprietor, the headteacher, the curriculum consultant and special educational needs coordinators.
- All the above activities contributed to our evidence for safeguarding. In addition, we reviewed a range of documentation, including that relating to safeguarding and the checks carried out during the appointment of staff. We also looked at records of pupils' attendance.
- We considered the views of pupils, staff and parents about the school.
- We scrutinised a range of documentary information in order to check on the statutory requirements of the independent school standards.

Inspection team

David Radomsky, lead inspector	Ofsted Inspector
Martin Roberts	Ofsted Inspector

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