

Inspection of Cedar Lodge School

Hexagon Care Services, Unit 1, Tustin Court, Port Way, Preston, Lancashire PR2 2YQ

Inspection dates: 7 and 8 February 2024

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

Pupils who attend this school do not always know how long they will be here. Regardless of this, they are welcomed into a nurturing and supportive environment as soon as they arrive. This helps them to feel safe and happy. From the time that they join Cedar Lodge, pupils rarely miss a day of school.

Pupils recognise that their time at this school helps them to catch up quickly with the education that they may have missed in the past. They know that staff have the highest expectations of them, regardless of their previous experiences. Pupils grow in confidence and quickly develop exceptionally positive attitudes towards their learning. This allows them to achieve very well.

Pupils successfully overcome many social and emotional difficulties that they had before they joined this school. They behave impeccably and build trusting and respectful relationships. They are proud of what they have already achieved and highly motivated to take their next steps. By the time they leave, they are more than ready for their transition back to mainstream education.

The school helps pupils to feel part of a community. Pupils value opportunities to participate in local events, for example meeting civic leaders and elected officials, and baking cakes for elderly residents in the locality.

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

The school has set out an ambitious curriculum that reflects its high aspirations for pupils. This curriculum is thoughtfully planned to allow all pupils, including those with special educational needs and/or disabilities (SEND), to study a broad range of subjects. In most subjects, this curriculum leads to nationally recognised qualifications. Pupils typically sit the examinations for these qualifications at various points during their placement. This ensures that pupils who may only be at the school for a short time have every opportunity to achieve qualifications before they leave. Over time, almost all pupils achieve the qualifications that they need in order to move on to a wide range of courses at further education colleges.

The proprietor has made arrangements to ensure that pupils are taught by specialists in each subject. These staff use their expertise to explain new concepts clearly. They pay close attention to how well pupils are learning. Staff are quick to spot any emerging misconceptions and skilfully adapt their teaching in response. This leads to pupils building an interconnected body of knowledge, which they articulate with impressive fluency.

The curriculum is built around ambitious texts that support pupils' moral, social and cultural development. Pupils understand the importance of reading. They regularly read for pleasure and enjoy selecting books to match their interests. Pupils relish the responsibility of suggesting new titles for the school library and enjoy being read to by staff. Pupils develop a sophisticated vocabulary that equips them to read

confidently and fluently. If pupils struggle with their reading, the school ensures that they get the help that they need to catch up quickly.

The school engages with a wide range of external agencies to ensure that pupils' additional needs are identified thoroughly. This includes pupils with SEND as well as those pupils with large gaps in their previous learning. Staff have a pin-sharp understanding of each pupil's needs. They frequently share this information with parents and carers so that they can support pupils' learning in similar ways at home. Staff adapt the way in which they design learning so that all pupils, including those with SEND, learn the curriculum well.

The school's provision for pupils' personal development is exceptional. This provision makes an undeniable contribution to pupils' excellent behaviour. Staff make the most of every opportunity to guide pupils' learning about living in modern society. Nothing is left to chance. As a result, they grow more curious about the world and eager to play a positive role in it. The curriculum focuses strongly on preparation for adulthood. For example, pupils learn well about democracy, healthy relationships and the dangers of substance misuse in ways that are appropriate to their age and needs. Comprehensive, individual careers programmes encourage pupils to aspire highly for their future. Pupils value how the school helps them to realise their ambitions. Over time, the experiences that the school provides help pupils to develop exemplary attitudes towards their learning.

Pupils enjoy opportunities to be creative and to volunteer and engage with their community. These are carefully planned to complement other aspects of the curriculum, including pupils' social and cultural understanding.

The proprietor, leaders and staff are rightly proud of their school. They have successfully achieved their vision for pupils to benefit from the highest quality of education. Staff at all levels share a clear overview of the quality of education that the school provides. They work together to plan further improvements. Added to this, the proprietor has ensured that all the independent school standards (the standards) are met consistently. The school also meets the requirements of schedule 10 of the Equality Act 2010. There is a suitable plan to improve the accessibility of the school premises for people with disabilities.

Staff are well supported by the proprietor and the wider Hexagon Care Services group. They told inspectors about the importance that senior leaders in the organisation place on staff development and well-being. This helps to ensure that their workload is manageable and that they are well equipped to carry out their roles.

Safeguarding

The arrangements for safeguarding are effective.

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 information from Ofsted Parent View 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.

School details

Unique reference number	131379
DfE registration number	354/6036
Local authority	Rochdale
Inspection number	10299181
Type of school	Other independent special school
School category	Independent special school
Gender of pupils	Boys
Number of part-time pupils	0
Proprietor	Hexagon Care Services
Chair	Caroline Ashdown
Headteacher	Helen Flood Copete
Annual fees (day pupils)	£38,000 to £45,000
Telephone number	0333 600 6600
Website	None
Email address	cedarlodge.headteacher@hexagoncare.com
Date of previous inspection	11 to 13 June 2019

Information about this school

- The proprietor body is Hexagon Care Services. This proprietor body operates a large number of schools and care homes across the country.
- The school's previous standard inspection took place from 11 to 13 June 2019.
- The school provides short- and long-term placements for pupils whose social, emotional and mental health needs mean that they are unable to attend mainstream schools. This includes some pupils with an education, health and care plan.
- The school is registered for up to six pupils.
- Pupils' places at the school are wholly funded by their local authorities.
- The school does not make use of any alternative provision.

Information about this inspection

The inspector 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- At the time of the inspection, there were no sixth-form students on the school roll. Consequently, no judgement for the sixth form has been made. However, the inspector considered the education and welfare provision for sixth-form students when judging other aspects of the school.
- The inspector spoke with members of the proprietor body, including the chair, and with the headteacher and other staff.
- The inspector spoke with a representative of one of the local authorities that places pupils at the school.
- The inspector reviewed a wide range of documentation, including that relating to the standards and the curriculum.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the checks that had been carried out on staff to ensure their suitability; took account of the views of leaders, staff and pupils; and considered the extent to which the school

has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector sought the views of parents through Ofsted Parent View. There were no responses.
- There were no responses to Ofsted's surveys for staff or pupils.
- The inspector observed pupils' behaviour at social times, in lessons and around the school.
- The inspector carried out deep dives in computing, mathematics and personal, social and health education. He met leaders and teachers and visited a sample of lessons. The inspector spoke with pupils about their learning in these subjects. He also considered the curriculum across some other subject areas and looked at examples of pupils' work.
- The inspector made a tour of the school premises.
- The inspector only inspected the education provision at this school.

Inspection team

Ben Hill, lead inspector

His Majesty's Inspector

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