

Inspection of Tudor Lodge Therapeutic School

Dorcette House, Little Lane, Whaplode, Spalding, Lincolnshire PE12 6RU

Inspection dates:

17 to 19 June 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Tudor Lodge is a safe and caring place to learn. Pupils' lives are transformed by attending this school, and they thrive. Parents and carers overwhelmingly value the work that the school does to support their children, a typical comment being, 'Tudor Lodge has been life-changing for my son.' This is because the school focuses exceptionally well on understanding individual pupils' educational needs as well as their social, emotional and mental health. There is consistency in how therapeutic staff and teaching staff work together. As a result, staff put in place highly personalised education, therapeutic approaches and pastoral care that meet the needs of all pupils precisely.

The day begins with a well-being session where staff help pupils review the previous day, discuss concerns and set targets. Pupils prepare for learning in this way and demonstrate commitment and positive attitudes. This also enables staff to get to know pupils extraordinarily well. Further, highly effective and orderly routines help pupils learn and build strong, trusting relationships with staff. Consequently, pupils feel safe and learn to understand their own emotions and behaviour. In addition, pupils develop strategies to regulate their behaviour very well and to be respectful.

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

Many pupils join the school having experienced a disrupted education. This often means that they arrive with significant gaps in their knowledge. Some pupils may also have experienced significant trauma. The school works extremely effectively with families to understand what their children need to make a successful transition into the school. Staff expertly identify and celebrate pupils' individual talents and interests. They carefully identify the gaps in pupils' prior learning on entry to the school. This ensures that staff are well informed about each pupil's needs. Involving pupils in designing their individualised plans is highly effective and helps to develop their independence and love of education. Consequently, pupils love coming to school, and attendance is high.

The school is unrelenting in its aim to ensure that each pupil receives a high-quality education. The curriculum is broad, aspirational and ambitious. It has been expertly designed to meet the needs of individual pupils. Staff have also created a safe and nurturing environment in which pupils want to, and are able to, learn. The curriculum focuses sharply and consistently on developing the important knowledge, skills and qualities that pupils need to be successful and to live independently. Each pupil works towards highly personalised goals in line with their education, health and care plan (EHC plan). As a result, pupils achieve exceptionally well.

Pupils study a broad range of subjects, including mathematics and English. Lessons in the school's wooded area are skilfully designed. They enable pupils to develop their knowledge of science and design and technology as well as promote their physical, social, emotional and spiritual growth. Pupils relish these lessons and other excellent off-site activities, such as bowling. As pupils progress through the school,

they benefit from personalised study pathways, which include preparing older pupils for appropriate qualifications, including GCSEs.

Staff use their very secure subject knowledge to engage pupils in their learning. They support pupils very well in recalling what they have learned and applying this to new learning. Lessons take place in small groups in well-equipped, organised classrooms. Therapy sessions for individual pupils are conducted in specialist rooms and comfortable areas around the school.

Learning to read is given the highest priority. Staff provide pupils with opportunities to learn and practise their knowledge of different letters and sounds. Staff read to pupils every day. Pupils who need further help with reading receive specific, targeted support to help them catch up. As a result, pupils make rapid gains in their reading confidence and fluency.

The curriculum for pupils' personal development is exceptional. Pupils broaden their horizons and develop their character during their time at this school. They have a mature understanding of equality, diversity and fundamental British values. Pupils have a strong understanding of world religions. They learn how to keep themselves healthy and safe. Pupils learn about the importance of good mental health and healthy relationships. They learn how to make valuable contributions to society through charity work. Established routines at mealtimes develop pupils' social skills. As a result, pupils learn how to be responsible and thoughtful citizens.

Staff are highly responsive to pupils' interests. They take every opportunity to inspire them to pursue their talents. Enrichment activities, such as the 'Dungeons and Dragons' club, demonstrate remarkable levels of engagement and fun. Pupils told inspectors about how their recent options evening and a visit to a Royal Air Force base had inspired them to make ambitious plans for their futures.

The proprietor is highly effective. Governors bring a wealth of expertise and oversight to the school's work. Staff benefit from a wide range of training opportunities. They appreciate how their well-being is considered at all times. The proprietor has developed strong systems to bring challenge and support to the school, ensuring that the independent school standards are consistently met. They have ensured that the site is well maintained, and necessary checks, including those for health and safety, are regularly undertaken. The school fulfils its statutory duties, including compliance with schedule 10 of the Equality Act 2010.

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	150738
DfE registration number	925/6068
Local authority	Lincolnshire
Inspection number	10374835
Type of school	Other independent special school
School category	Independent special school
Age range of pupils	7 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	30
Number of part-time pupils	0
Proprietor	DPS Education Ltd
Chair	Deborah Seragusa
Headteacher	Deborah Seragusa
Annual fees (day pupils)	£72,000
Telephone number	01406404204
Website	www.tudorlodgetherapeuticschool.com
Email address	dpseducationltd@gmail.com

Information about this school

- All pupils have an EHC plan related to a diagnosis of autism and/or social, emotional and mental health difficulties.
- At the time of this inspection, pupils on roll were aged between seven and 14.
- The school does not use any alternative provision.

Information about this inspection

Inspectors 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held a wide range of meetings with the headteacher, senior leaders and teaching and support staff in the school.
- The lead inspector met with the proprietor body, the chair of governors and governors.
- Inspectors carried out deep dives in these subjects: reading, mathematics and personal, social, health and economic education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They also considered other subjects as part of this inspection.
- Inspectors observed pupils' behaviour during visits to classrooms, during breaktimes and as pupils moved around the school.
- Inspectors considered the views of parents expressed on Ofsted Parent View, Ofsted's online survey. Inspectors also considered the views of staff during meetings with them and through the staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; 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.

Inspection team

Stephen Long, lead inspector

Ofsted Inspector

George Huthart

Ofsted Inspector

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