

# Limpsfield Grange School

Limpsfield Grange School, 89 Bluehouse Lane, Oxted, Surrey, RH8 0RZ

Residential provision inspected under the social care common inspection framework

## **Information about this residential special school**

Limpsfield Grange School is a maintained day and residential special school for girls who have autism and are aged between 11 and 16. There are 93 students on roll, 24 of whom access the boarding provision.

The boarding provision operates from Monday to Thursday. Students stay for either two or four nights per week. At the time of this inspection, there were up to 16 students accessing the residential provision.

This inspection was carried out at the same time as an inspection of the school provision. The inspector only inspected the social care provision at this school.

### **Inspection dates: 12 to 14 March 2024**

**Overall experiences and progress of children and young people, taking into account** **outstanding**

How well children and young people are helped and protected **outstanding**

The effectiveness of leaders and managers **outstanding**

The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

**Date of previous inspection:** 21 February 2023

**Overall judgement at last inspection:** outstanding

## Inspection judgements

### **Overall experiences and progress of children and young people: outstanding**

Students make exceptional progress in the boarding provision because they receive extremely well-planned care from staff who are deeply committed to improving student's life chances.

Students are looked after by nurturing staff who know them well and who work hard to make sure that they are safe and happy when they come to stay. Students speak overwhelmingly positively about their time in the boarding provision. The atmosphere is lively and fun, and students thrive as a result.

Staff are committed to preparing students to live more independently in the future. Excellent use is made of the Well-being, Achievement, Communication and Independence (WACI) independence programme. Activities and key work sessions are carefully planned to ensure that they support students to achieve the goals that are important to them. Students speak with pride about their own achievements. Examples of remarkable progress are plentiful and include students learning how to carry out their own personal care, understanding how to safely access the community independently, cooking food for the whole group and developing a willingness to try new foods.

Students receive high-quality support to make the most of all the opportunities available to them. Regular activities include students hosting their own radio show, outings to the climbing wall and petting farm, swimming and undertaking work experience in the local area. At the request of students, an evening of relaxation has been added to the activity programme. Students are also consulted about the activities that they would like to do in the termly 'fun week'.

Staff offer strong support to students to access education. Consequently, students make exceptional progress in their attendance and achievements. Each day when they arrive at the boarding provision, they are helped to think about what has gone well for them and anything that they have struggled with. Excellent joint working between the residential and education teams, and robust processes for sharing information, ensure that all staff have up to date information about students' current needs.

Sensitive support is provided to students who are new to the boarding provision. Managers and staff work in partnership with their families to ensure that the introduction is at a pace that is suitable for them. Parents are consulted about students' plans to ensure that there is a consistent approach to meeting their needs, and that they are looked after in line with their preferences. Students are given opportunities to choose who to share a room with, who their key worker will be and which activities they would like included in their programmes.

Parents speak very highly of the boarding provision, and the positive difference it makes to students. They say that students, including those who are new to the service, have made particularly impressive progress in relation to their independence. One parent said, 'Within a few months of boarding we noticed a radical difference. She said she wanted to make her own breakfast and would cook up pancakes. That would have been unthinkable previously.'

Several parents described communication from managers and staff as 'amazing'. They receive regular updates about students' progress. Students' time in the boarding provision is kept under regular review to ensure that it continues to meet their needs.

The quality of the environment is excellent. The boarding provision is welcoming, comfortable and homely. Written and pictorial information helps students to manage their time in the boarding provision. All the visual displays have been created in a way that ensures that they do not create an institutional feel.

Staff and managers are keen to ensure that as many students as possible can benefit from their experience and knowledge. Two ways that they achieve this are through the offer of outreach and youth clubs. The youth clubs provide opportunities for children in the local community to enjoy activities with the students in the boarding provision. These clubs also help boarding students to develop their social skills.

### **How well children and young people are helped and protected: outstanding**

The head of the residential provision is the designated safeguarding lead (DSL), and she is supported by a large team of deputy DSLs. They have a sound understanding of students' histories, vulnerabilities and risks. This understanding, alongside their strong relationships with students, enables them to provide effective, individualised support in response to safeguarding concerns. Managers involve external safeguarding agencies when necessary. They proactively advocate for students when they believe that other professionals are not making decisions with students' best interests in mind.

There is a sharp focus on improving students' social, emotional and mental well-being. WACI focus groups and individual sessions with students provide them with support to meet objectives such as understanding their diagnosis and managing anxiety. Managers and staff describe transformational changes in students' confidence and self-esteem because of their time in the boarding provision.

Students receive effective support to maintain good physical health. Detailed health care plans are in place for those students who need them, and they provide staff with clear information about how to meet students' health needs. There are extremely robust systems for administering and recording medication and these promote safe practice. Students are enabled to administer their own medication if it is deemed safe and appropriate following a thorough assessment process.

Positive behaviour is noticed and rewarded. Staff help students to develop self-control, resilience and an ability to learn new coping strategies. There have been no incidents requiring physical restraint, and very few consequences.

Processes for managing health and safety matters and maintenance tasks are excellent. As a result, repairs are completed in a timely manner and the physical environment is safe and secure.

Safer recruitment practices are understood and implemented effectively. Students also carry out interviews of prospective staff and all necessary checks are in place. As a result, students are protected from unsuitable people, and they have a say about whether candidates have the right values and attitudes.

### **The effectiveness of leaders and managers: outstanding**

Managers are ambitious and aspirational about what students can achieve. They are passionate about making a positive difference to students' lives. They have high expectations about the quality of care that boarding staff provide to students.

Boarding staff speak very positively about working at the school. They report excellent support from managers and say that they feel valued and respected. Leaders demonstrate that they regard the boarding provision as an extremely important part of the school.

Staff supervision and team meetings are used to good effect to ensure that staff have a sound understanding of children's needs. The exceptional training offer ensures that students are looked after by knowledgeable and well-informed staff.

Managers highly value students' views. There is a weekly residential forum, chaired by a student, where students can have a say about the way that the boarding provision is run. Their ideas are taken seriously and acted on when possible. Students receive information about the actions that have been taken in response to their feedback.

The head of the residential provision's oversight and scrutiny of the boarding provision are extremely thorough. As a result, she has an exceptionally well-rounded view of the experiences of the students and the impact that the quality of care is having on their outcomes. Leaders observe activities to ensure that they are meaningful. Staff say that they find the feedback beneficial and strive for continuous improvement.

The oversight of the residential and safeguarding governor and the independent visitor are recognised as an essential part of the quality assurance processes. Managers take action to respond to all recommendations. This helps to ensure that students' safety and well-being are promoted.

## **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people using the 'Social care common inspection framework'. This inspection was carried out under the Children Act 1989 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the national minimum standards.

## **Residential special school details**

**Social care unique reference number:** SC013885

**Headteacher/teacher in charge:** Mrs Sarah Wild

**Type of school:** Residential Special School

**Telephone number:** 01883 713928

**Email address:** [head@limpsfield-grange.surrey.sch.uk](mailto:head@limpsfield-grange.surrey.sch.uk)

## **Inspector**

Helen Simmons, social care regulatory inspection manager

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024