

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 96 students on roll, 26 of whom access the boarding provision. The school curriculum, which focuses on well-being, achievement, communication and independence, aims to enable each child to live a fulfilled and independent life.

The boarding provision operates from Monday to Thursday. Students stay for either two or four nights per week. At the time of this inspection, 24 students were accessing the residential provision each evening.

The inspector only inspected the social care provision at this school.

Inspection dates: 18 to 20 November 2025

Overall experiences and progress of children and young people, taking into account	outstanding
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How well children and young people are helped and protected	outstanding
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The effectiveness of leaders and managers	outstanding
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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: 14 January 2025

Overall judgement at last inspection: outstanding

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Students thrive in an environment that prioritises their individual needs and aspirations. Many students arrive having faced significant disruption in previous education settings, yet they quickly benefit from the provision's bespoke approach. Close collaboration between staff, families and external professionals creates tailored support for each student. In turn, this enables students to set ambitious goals and achieve exceptional outcomes, including progression to higher education, vocational pathways and employment.

Children speak highly of the staff and describe positive relationships full of trust. A student said, 'If it wasn't for all the amazing staff, I wouldn't have gotten where I am now. I really appreciate them and everything that they have done for me. The staff in boarding are miraculous, and words can't describe how much they mean to me.'

The school's innovative whole-life curriculum provides practical tools for students' personal growth and development. Alongside academic success, students experience remarkable growth in their confidence, resilience and social skills. For example, one student said, 'I would like to say that boarding has significantly helped me with both my communication and independence skills. Through the course of Year 7 to 11, I gained confidence and got the opportunity to do things I never imagined I would be able to do.'

Leaders have ambitious plans for tracking the long-term effect of being a student in the residential provision. Staff are confident that the care and guidance provided during students' time has enduring positive benefits and enhances future opportunities for leavers. Ex-students provide feedback that strongly supports this.

Parents consistently express trust and appreciation for the staff's ability to transform their children's lives, with feedback highlighting the positive influence on both educational progress and personal development. One parent said, 'The provision is amazing, and we feel so fortunate to have been given a place for our daughter. She loves it and it is such a breakthrough in addressing her social anxieties.'

Students describe feeling valued and respected, with their voices actively shaping improvements and future planning. They speak enthusiastically about the wide range of activities available, from sports to creative pursuits. They praise the quality of their living environment. Students' sense of belonging and community is a recurring theme in feedback, reinforcing the ethos of care and inclusion.

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

Safety and well-being are central to the provision's culture. A highly skilled safeguarding team ensures that concerns are addressed promptly and effectively, working in close partnership with external agencies to maintain a safe environment for students.

The safeguarding lead actively collaborates with external safeguarding partners. She confidently challenges wider professional networks when championing the interests of her students. The safeguarding team supports an effective staff culture, sharing good practice and enhancing the safeguarding frameworks through continuous improvement and learning. Staff have a keen focus on emerging societal and cultural concerns and support students in recognising risks associated with harmful online behaviours.

Staff demonstrate confidence in the safeguarding systems in place and value the guidance provided by safeguarding leads. This collaborative approach ensures that students receive expert care that is tailored to their individual circumstances.

Students and parents express complete confidence in the staff's ability to keep students safe. Students describe their boarding environment as calm and secure, and they enjoy engaging in initiatives that promote positive behaviour. Through consistent use of the social curriculum and key working, students learn strategies to manage their own behaviour and build constructive relationships, contributing to a harmonious and respectful community.

A skilled and confident staff team helps to maintain consistently high standards and responds effectively to students' emotional and behavioural needs through attentiveness, vigilance and proactive support when required.

The effectiveness of leaders and managers: outstanding

Leadership is dynamic and forward-thinking. Leaders demonstrate unwavering commitment to excellence and a deep understanding of the needs of every student. Their ability to listen, adapt and innovate ensures that the provision continually evolves to provide the highest standards of care and education.

Staff speak positively about the support that they receive, both professionally and personally. Leaders have introduced initiatives that promote staff well-being and mental health, fostering a culture where employees feel valued and motivated. This, in turn, strengthens the quality of care provided to students.

Governance is strong and effective, ensuring that standards are consistently met and exceeded. Leaders welcome external reviews and audits as opportunities for growth. Leaders use these insights to refine practice and enhance the student experience.

The provision's influence extends beyond its own community. Leaders actively share expertise through networks and partnerships, offering guidance to other professionals working with students who have complex needs. This outward-facing approach reflects leaders' commitment to improving outcomes for students more widely.

Leaders are attuned to the voice of students and staff. They create plentiful and meaningful opportunities for students and staff to contribute to the development of the provision. This ensures that staff and students feel valued and that their views matter.

No requirements or recommendations have been made following this inspection.

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: Sarah Wild

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Inspector

Peter Jackson, Social Care Inspector

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