

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 caring for girls between the ages of 11 and 16 who have a diagnosis of autism spectrum disorder and suffer from high and persistent levels of anxiety. Residential accommodation is available from Monday to Thursday. Currently, 29 pupils access the boarding provision. Some of these are on a shared basis, with pupils staying on different nights.

Due to COVID-19, at the request of the Secretary of State, we suspended all routine inspections of social care providers carried out under the social care common inspection framework (SCCIF) on 17 March 2020. We returned to routine SCCIF inspections on 12 April 2021.

We last visited this setting on 10 December 2019 to carry out a full inspection. The report is published on the Ofsted website.

Inspection dates: 29 to 31 March 2022

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: 10 December 2019

Overall judgement at last inspection: outstanding

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Children's varied and complex needs are well met through exceptionally skilled and trained staff. Experts in this area work closely with staff to help their development. Staff, in turn, use their knowledge to inform the local, national and international community in best practice through visits, conferences and contributing to published research.

This is a happy, joyful environment for children who make significant progress in their independence skills. All children have made excellent progress from their individual starting points. Many children who previously could not tolerate noise, social interactions or changes in routines have understood and learned to manage their emotions. The inspector saw all children enjoy an impromptu dance competition with their friends due to a delay in a planned activity. Children enjoyed this and filled the dining area with laughter, fun and happiness.

Children have a strong voice in the running of the residential provision. The student representative for the residential service, who previously struggled with social interaction, now champions children's views and holds leaders to account. Children feel safe to share their views on their residential experience, their ideas for improvement, and their ideas for fun activities. The leadership team ensures that student council topics are considered and feedback is given weekly.

Another child bravely shared their views on their positive experience in residential. This was the first time the child had spoken to an unknown person before. This demonstrated the spectacular progress this child had made in the social skills which are life changing.

Children's activities are fun and meaningful. Carefully considered activities channel children's interests and aspirations but also enable children to make progress in their independence skills. Children have benefited from work experience, independent travel skills and building friendships. Parents were keen to emphasise that this was unthinkable before they accessed residential.

Children from the local community also benefit through bespoke youth clubs. Careful planning has enabled local children with autism spectrum disorder to access a youth club, benefiting from the resources and enabling the residential children to build friendships. One local parent told the inspector that their child had never accessed a local club before but loves attending this youth club. This is the first club they have ever accessed, and the child has friends for the first time.

Children's learning in school is seamlessly complemented by their learning in residential. The progress children have made in understanding their emotions, developing their socially aware behaviours, and building on their independence skills

enables children to move on to local mainstream colleagues. Parents were keen to tell the inspector that this was an unrealistic target before their child started school.

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

Children feel safe physically and emotionally. Children can identify emotions and use strategies to remain calm when exposed to negative emotions. Personalised consequences are used to help children to identify negative behaviours, while rewards help children to identify more socially aware behaviours. This has enabled children to grow and further develop their independence.

Children do not go missing from care. Children have predictable routines, with fun and exciting activities. They have fun with friends and feel that their voice is heard. As a result, children do not leave, or wish to leave, residential without permission. They want to spend time with their friends and thoroughly enjoy making the most of their time in residential. Children at the school who do not access residential aspire to join during their time in school.

Senior leaders actively and passionately challenge agencies to ensure that the best outcomes for children are secured. When concerns are raised for pupils outside of school, leaders effectively communicate with relevant professionals and are active in challenging professionals to ensure that the child's welfare is considered. Children in turn feel valued, respected and know that they matter.

Residential staff are well trained and have an excellent knowledge of local safeguarding reporting protocol. They can identify the signs of exploitation, abuse and neglect. Staff have a deep understanding of the children in their care and can link changes in a child's presentation to warning signs of potential abuse. As a result, should a concern arise, staff are well positioned to respond appropriately.

Children feel comfortable to share their views and do not feel the need to complain. Children know how to complain but their views are considered in all aspects of their care. Children are active in planning their activities, the food they eat and the targets they work towards. This input has resulted in children being invested to exceed set targets and make considerable progress in their independence, confidence and emotional literacy.

The residential is well maintained. The site manager lives on site and is responsive to any concerns that arise. Children who have requested changes to things such as lighting being too bright or low water pressure in showers have seen immediate adjustments. This helps children maximise their enjoyment of the environment.

The effectiveness of leaders and managers: outstanding

Passionate leaders are aspirational for the children. They do not see disability as a barrier to children achieving their aspirations. Leaders continually look for ways to

enable children to progress, and they use professionals who are experts in their field and innovative practice to enable children to succeed. Advocates for children with autism spectrum disorder travel to meet children and role model a philosophy of 'anything is possible'. Children, in turn, have aspirations to emulate positive role models around them when they leave school.

Leaders ensure that they use effective monitoring systems to ensure that children not only make progress against their plans but exceed their progress. Dedicated staff sensitively push children to achieve. This has enabled children to dream about their futures where they can successfully contribute to society.

Staff are overwhelmingly positive about the support they receive. Several staff have remained in post for a number of years. They feel supported while at work and away from work. Staff report a close bond between each other and share a passion to give children the best experiences possible.

New staff are carefully chosen and vetted for suitability. Vacancies are not filled unless leaders have satisfied themselves that the applicant will make a difference to children. A thorough vetting process ensures that the staff member has the skills and experience to add value to children's lives.

The independent visitor has an in-depth knowledge of autism spectrum disorder and active experience in the care sector. Their reports focus on the experience of children, and recommendations are meaningful, pushing staff to continue to aspire for the best outcomes for children. This enables the provision to continually improve and enhance children's experience.

Parents are overwhelmingly positive about the care and support their children receive. Parents were keen to share positive stories about the progress their children have made and how well staff keep parents up to date. Parents were keen to tell the inspector that 'They [the residential staff] are brilliant. She enjoys it a lot' and 'Her keyworker is fantastic. She gets my child.'

Parents have benefited from seeing the progress children have made at home. One parent told the inspector, 'My daughter cleared the table and loaded the dishwasher at home, which made me nearly fall off my chair in disbelief.' This was due to the skills learned while at residential.

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: Mrs Sarah Wild

Type of school: Residential special school

Telephone number: 01883 713 928

Email address: head@limpsfield-grange.surrey.sch.uk

Inspector

Matt Nicholls, Social Care Inspector

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 children looked after, 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.

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, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022