

Education and residential inspection summary for Limpsfield Grange School

89 Bluehouse Lane, Oxted, Surrey RH8 0RZ

Inspection dates: 12 to 14 March 2024

Outcome

The education overall effectiveness judgement is: outstanding

The judgement for the experiences and progress of children in the residential provision is: outstanding

What is it like to attend this school?

- Pupils thrive in the school's calm, welcoming and friendly atmosphere. Strong relationships and a relaxed ethos ensure that they feel settled and secure. Staff have the highest expectations of all pupils, and rightly so.
- Pupils are a credit to the school. They are impeccably well mannered, welcoming visitors politely and standing to one side to let them pass. The quality of pupils' engagement and behaviour in lessons is impressive. Pupils are ambitious for the future. They achieve exceptionally well across the curriculum and gain valuable qualifications, such as BTEC National Diplomas and GCSEs. Pupils move on to a range of sixth form and further education colleges when they leave the school.
- The school's unwavering focus on making sure that every pupil is fully prepared for the next stage of their education is a highly successful part of its work. Pupils are taught skills which are essential to ensuring that they can participate fully in the world of work. For instance, during the inspection the youngest pupils were taught how to introduce themselves in a formal situation. Later, some of the older pupils put this important learning into practice when they spontaneously and politely introduced themselves to inspectors and shook them by the hand. One pupil commented, 'I love it here', while another said, 'Staff are brilliant – this is my second home!'

The inspectors **did not make any recommendations** to help the school improve.

What is it like to stay at this school?

- 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.

The school **meets all the national minimum standards.**

- View the full inspection report for the education provision: <https://reports.ofsted.gov.uk/provider/25/125459>.
- View the full inspection report for the residential provision: <https://reports.ofsted.gov.uk/provider/10/SC013885>.



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 www.gov.uk/government/organisations/ofsted.

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 2024