



INTEGRATED INSPECTION

SELF-EVALUATION FORM

**For use from
January 2012**

To be completed electronically

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PREFACE

Note to heads

Schools do not have to complete the ISI *INTEGRATED self-evaluation* form but where this is not done, inspectors must be directed to alternative documentation which demonstrates the school's processes of self-evaluation. If you choose to use the ISI form, you do not need to revise it continually but, by having it ready completed, it can be updated quickly if necessary, for transmission to the reporting inspector when the school's inspection is notified to you by telephone.

The information you provide is for use by the Independent Schools Inspectorate (ISI) only. It will be used only in connection with the inspection of the school and will be treated in the strictest confidence. However, please note that individuals identifiable in the document may be entitled to obtain any such information under the Data Protection Act 1998.

You should complete only one version of the form, making sure that your responses explicitly identify each main phase of the school (the form will expand as necessary). However, if your school operates in sections (or schools) for which a separate reporting inspector is assigned, you should complete a separate version of the form for each section (or school). To ease your work in completing the form, you should keep comments brief and avoid repeating information. If you judge different sections to need the same response, make a brief cross-reference. Where possible, give examples to support your judgement about provision.

The parts of the form relating to the Early Years Foundation Stage (EYFS) should only be used for settings inspected by the Independent Schools Inspectorate.

The evaluation scale

The report grades the school's provision and the pupils' performance according to the following scales.

Main school (and EYFS settings not needing registration) In practice, the text of reports often uses more flexible epithets, except for the headline judgements	Registered Early Years Foundation Stage (These epithets <u>must</u> be used for all headline judgements)
Exceptional* ----- Excellent/high	Outstanding
Good	Good
Sound	Satisfactory
Unsatisfactory	Inadequate

***The epithet 'exceptional' is not used in a headline judgement except to describe 'Achievement' in the main school, particularly where some kind of external comparator is available.**

For the registered Early Years Foundation Stage the scale equates to the scale for the main school judgements but with slightly different descriptors, as used by Ofsted.

Notes on self-evaluation

These parts of the form are designed to help focus the inspection process upon the most relevant and important issues. The school may have a variety of methods for performance review and management:

- (i) through its own formal self-evaluation or monitoring programme;
- (ii) as part of the appraisal arrangements;
- (iii) built into the cycle of development planning,
- (iv) using the ISI form.

The school or head may operate informally, by senior managers being 'in touch' with what is going on and with its quality. ISI has no requirements about the methods the school uses. Inspectors will look for the ways in which the school has a critical and active grasp at all levels of the main strengths and areas for development.

Schools may wish to provide information in another format, rather than completing this form in its entirety. Where this choice has been exercised, the school should ensure that all relevant points have been covered.

Please be assured that, by frankly presenting the areas you have identified as needing improvement or development, you will not be disadvantaged. **What matters is that the school is taking effective steps to improve.**

The main sources of evidence for self-evaluation are:

- (i) **observation** (of lessons and activities);
- (ii) **scrutiny** (of pupils' work, assessment records, pastoral records, records of attendance and sanctions, complaints and reports);
- (iii) **analysis of indicators** (ability tests, examination results, rates of attendance, numbers of exclusions, subject choices, participation in activities, *EYFS assessments and EYFS Profile*);
- (iv) **discussion and taking surveys** (of pupils, parents, staff and others);
- (v) **review** (of documentation, policy and implementation).

For each aspect, you may enter a grade on the four-point scale, using the **Grade descriptors** from the *INTEGRATED Inspection guidance* to help you do this. You do not have to enter a grade, but it is helpful to inspectors and acts as a prompt for the professional dialogue that characterises ISI inspection.

THE CHARACTERISTICS OF THE MAIN SCHOOL

Which of its aims does the school fulfil best?

- * Children are happy – there is a positive atmosphere and good relationships between staff and children and between the children themselves
- * Children are confident communicators, always happy to stand up and speak or perform in public
- * Excellent facilities, inclusive approach, and high achievement in all areas of school life both inside and outside the classroom
- * Children are quietly ambitious and aim high in line with the school motto 'They can because they think they can'
- * Children have recorded success academically (scholarships, grammar school entry, senior school entry) and in a range of extracurricular areas (county representation, successful school teams, high level music/drama, scholarships)

Which of its aims does it fulfil least well, and what steps are you taking to improve?

- * Good manners are a constant battle!
- * Uniform is not always worn as smartly as we would hope
- * Whole Staff Approach to behaviour, manners, standards of dress supported in PSHE, School Assemblies, constant reminders
- * A very informative Pupil Planner is constantly reviewed and rewritten to give a clear framework for the pupils
- * Whole Staff INSET from Peter Hook (Sept 2011) on Behaviour Management with issue of Handbook to all teachers

What evidence do you use to ascertain the fulfilment of the school's aims?

- * Daily observation of children in class and around the school
- * Feedback from parents at open meetings, FODs Committees, Coffee Mornings, parent lunches etc
- * Feedback from pupils at Dumpton Parliament, Prefects' Teas, Form time, Eco Committee etc
- * Feedback from staff at weekly meetings
- * Appraisal of staff and annual observation of all teachers in the classroom by Head/SMT
- * Head's Appraisal (three yearly) involving questionnaire to 30 parents
- * Active Governor involvement e.g. Education Committee, Governor training, lesson observations, ensuring appropriate monitoring of aims
- * Annual visit from ISI Reporting Inspector (Lady Mynors) who pre-inspects the school and reports back to Head

What have been the main improvements since the last inspection?

- * SMT rebuilt – Head of Key Stage 1 and Head of EYFS appointed. Bursar appointed.
- * Whole School assessment package in place tracking progress of children through the school
- * Marking Policy adapted and monitored through departmental book shares
- * Formal Lesson Observation Scheme adopted
- * New website/prospectus launched
- * Eco Committee established (Bronze and Silver awards achieved, Green Flag pending)
- * Greater community links established
- * Strong numbers have allowed increased cashflow and significant improvement to facilities without borrowing
- * Refurbishment of kitchens (£200,000) resulting in much improved food offer

- * New Science/Maths Block (£600,000) completed
- * New ICT Suite in the Pre-Prep Department and refurbished ICT Suite in Prep School (£20,000)
- * Big investment in refurbishing changing rooms/toilets/classrooms (£100,000)
- * New swimming pool enclosure in place (£100,000)
- * New cricket nets and middles in place (£50,000)
- * New classrooms built to allow relocation of Design Technology Department (£200,000)
- * New Pre-Prep Playground built to enhance play (£50,000)
- * Bees managed by staff/children on site
- * New floodlights to allow use of the campus until 6pm each night (£60,000)
- * Campsite and mountain-bike circuit developed on site
- * New Outdoor Classroom (£12,000)
- * New Design and Food Technology Department (£200,000)
- * Swimming pool relined and Netball/Tennis Courts resurfaced
- * Refurbishment of classrooms in Prep School Block completed (total ca £100,000)
- * Annual Departmental Reviews established to appraise teaching across the school on an annual basis

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

[ISI Framework 3]

The quality of the pupils' achievements and learning

[ISI Framework 3(a)]

Self-evaluation

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections, but give a cross-reference where it seems important.

Comment **briefly** on the overall quality of academic achievement (detailed test and examination results will have been received separately, if the school takes these). Include judgements on the performance of different groups (for example, according to year/stage, gender, ethnicity, learning needs and first language).

* 100% success rate at Common Entrance for last 5 years and beyond

* **36** scholarships to senior schools for September 2010, **22** scholarships in September 2011, **25** scholarships in 2012, **30** scholarships for September 2013 so far

* A recent cohort who moved all the way through the school from Nursery to age 13 (10 pupils) achieved 15 scholarships between them

* June 2008 Common Entrance 100% pass rate: 15 scholarships to senior schools

* June 2009 Common Entrance 100% pass rate: 16 scholarships to senior schools

* June 2010 Common Entrance 100% pass rate: 36 scholarships to senior schools

* June 2011 Common Entrance 100% pass rate: 22 scholarships to senior schools

* June 2012 Common Entrance 100% pass rate: 25 scholarships to senior schools

* **Associated Board Music examinations:**

2007-08; 2xGrade 5, 14xGrade 4, 12xGrade 3, 22xGrade 2, 18xGrade 1 **Total = 68**

2008-09; 1xGrade 7, 7xGrade 5, 10xGrade 4, 13xGrade 3, 20xGrade 2, 35xGrade 1 **Total = 86**

2009-10; 1xGrade 8, 2x Grade 6, 8xGrade 5, 12xGrade 4, 17xGrade 3, 14xGrade 2, 33xGrade 1

Total = 87

2010-11; 1xGrade 8, 1xGrade 7, 2xGrade 6, 5xGrade 5, 9xGrade 4, 13xGrade 3, 22xGrade 2, 24xGrade 1

Total = 77

2011-12; 1xGrade 7, 5xGrade 6, 11xGrade 5, 13xGrade 4, 22xGrade 3, 23xGrade 2, 32xGrade 1

Total =107

<u>SCHOLARSHIPS</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Bryanston	6	3	2	11	4	3	3
Canford	1	2	3	4	7	8	10
Clayesmore	4	3	6	10	5	9	3
King's School, Bruton	1				1		
Leehurst Swan					1	1	
Millfield				2			2
Milton Abbey	2	3					1
Sherborne					1		
Talbot Heath		4	4	9	2	1	7
Bournemouth Collegiate			1		1	2	3
Brighton College						1	
TOTAL	14	15	16	36	22	25	30
<u>GRAMMAR SCHOOL</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2013</u>
Places offered	11	10	10	10	6	13	8

Briefly note pupils' significant achievements in areas other than academic subjects. Include extra-curricular and sporting successes. In each case, the school should have played a part in the achievement or positively supported an external activity (please indicate).

- * Year 8 boy 5th/700 in Townsend Warner History Competition (2010)
- * Year 6 and 8 girls selected for National Children's Orchestra (2011); Year 7 boy selected in 2012
- * Year 7 girl scores highest Grade 8 score in the country across all instruments (2010)
- * Five pupils play in Wessex Youth Orchestra (2011)
- * Year 7 pupil wins Dauntsey's Dodecahedron (Maths Trophy) from 750 entrants (2010) three are finalists in the last 30 students (2011); Year 7 pupil is runner-up in 2012 (2nd/1023 candidates)
- * Year 8 Chemistry team (3 boys, 1 girl) come 1st (from 20 schools) in Salters' Festival of Chemistry
- * Year 7 pupils wins Bryanston Science Writing Competition (2010 and 2012) two Year 7 girls are runners-up (2011)
- * 5 pupils win Gold Medal in National Mathematics Olympiad (2011)
- * A number of pupils commended for their poems in National Prep School Poetry Competition (2011) and one pupil coming second from all Year 3 and Year 4 pupils nationally

* High level sports teams

U13 girls' National Finals - Netball (runners-up) 2010, qualified 2012

U13 boys' National Finals - Hockey (2010 - last 16, 2011 – last 8, 2013 – last 16)

U12 girls' National Finals - Netball - 2011

U11 girls' National Finals - Hockey (2010 - last 8; 2012 – last 4)

U11 girls' National Finals - Netball (2010 – last 8; 2013 – this week!)

U9 girls Trampoline - National Champions (2011)

U13 girls Trampoline - National Runners-up (2012)

* High level individuals

9 county cricketers

4 county hockey players

5 regional rugby players

2 South-West Prep School rugby players (2013)

1 England Prep School rugby player (2013)

6 athletes qualifying for National Finals

U9 National Trampoline Champion, U13 National Runner-up

* Artists exhibited at the IAPS Art Exhibition at Hordle Walhampton School

Give your view of the salient characteristics of the pupils' attitudes and basic skills for learning. Comment on any significant differences between groups.

Pupils are well-motivated and keen to please. Their numeracy and literacy are developed carefully as they move through the school, with support structures put in place as appropriate. They have opportunities for independent study across the curriculum, but particularly in prep time, when they work in a supported environment.

Pupils are encouraged to communicate in class, showing confidence to stand up and answer questions in open forum (assembly, class etc). They also have excellent presentation skills, reading in assembly each term and being asked to present project work in class etc. Their creative skills are also well-developed, with an hour allocated each week for each of art, drama, design technology and music.

In what ways have the achievements and development of pupils changed since the last inspection? How do the changes relate to the aims of the school?

- * The total number of scholarships awarded to pupils has increased
- * The school's motto 'You can because you think you can' keeps pupils aiming high, and the self-belief generated fuels the ambition for such awards

What are the strongest features of pupils' achievements, and which areas are you seeking to improve or develop?

Strengths include:

- * The ambition to achieve
- * All-round abilities arising from a balanced and varied curriculum
- * Confidence to stand up on stage or represent the school on the games field – as Music for All, Drama for All and Sport for All takes hold through the school

Seeking to develop:

- * Establish a distinct Art and Design Department to bring Design down to the main school site
- * Development of a Food Technology Department ready for September 2012
- * Extend Music School to give us a more intimate recital room

What evidence do you use to ascertain the quality of the pupils' achievements, and what actions are you taking for further development?

Ascertaining the quality of achievements:

- * Number of scholarships/grammar school places awarded
- * Success at Common Entrance and individual subject grades awarded
- * Internal (half-termly) assessment and end of year examinations
- * Online CAT, Progress in Mathematics and Progress in English testing
- * Tracking pupil achievements using data generated above
- * Monitoring achievement in music/sport/drama year-on-year

Further development:

- * We are constantly reflecting on practice as a Staff and as an SMT
- * We are in constant communication with parents and pupils, listening to feedback
- * We are constantly training staff at all levels in the organisation, empowering them to aim higher – in the last five years 6 teachers have gone on to Deputy Headships/Director of Studies roles and two then on to Headship.
- * We are constantly observing practice in the classroom and around the school, appraising and supporting new initiatives
- * Newly established Annual Departmental Reviews (ADRs) which review classroom teaching, departmental spaces, schemes of work, marking and forward planning for each department each year

List up to four activities that should be observed during the inspection, if the inspectors are able to do so:

1. Sports Fixtures and Coaching (Wed afternoon)
2. Pupil Music Groups (Thurs lunchtime)
3. Staff Choir (Thurs morning break)
4. Hobbies/Activities (Pre-Prep - Thurs lunchtime / Prep School - Thurs evening)

If you wish, select a grade for pupils' **achievements**, using the document *Integrated grade descriptors* to assist you.

<u>Exceptional</u>	<u>Excellent/high</u>	Good	Sound	Unsatisfactory
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The contribution of curricular and extra-curricular provision

[ISI Framework 3(b)]

Self-evaluation

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections, but give a cross-reference where it seems important.

<p>List any links with the local or international community and indicate which pupils participate.</p> <ul style="list-style-type: none">* School welcomes ten French students into class for three weeks each year, leading to cultural exchange (French students reside with Dumpton families)* Musicians visit Streets Meadow Old Peoples' Home to perform informal concerts – residents of Streets Meadow visit Dumpton to attend music concerts* Science Partnership with local primary school. Year 8 pupils visit to support in class.* Year 7 pupils work in partnership with pupils at Linwood, a local special school. Year 7 and Year 8 pupils visit Linwood and welcome Linwood pupils to Dumpton.* Pupils from both schools spend a day together as learning partners (if behaviour of the Linwood pupils permits on a dredger in Southampton Water working on an Environmental project analysing the seabed, otherwise a coastal-based study).* Teacher(s) attends an Indian orphanage in Tamil Nadu, setting up links between pupils, enriching lessons and broadening international outlook eg live Skype in Whole School Assembly* Pre-Prep pupils visit Streets Meadow to share gifts for Harvest Festival* Celebration of Chinese New Year, India Day etc with local parents invited in to share in festivities
<p>In what ways has the educational provision (including curriculum) changed since the last inspection? How have the changes contributed to the pupils' achievements and personal development?</p> <ul style="list-style-type: none">* Environmental Committee established giving pupils a voice in the sustainability of the school – Bronze and Silver Award already awarded by Eco-Schools. Gold Award (Green Flag) pending.* Implementation of DECA (Dumpton Extra Curricular Award) to focus on outdoor education, hobbies/activities and environmental/community activities. This will log and reward achievement of pupils from Year 3 through to Year 8 in a series of awards (bronze, silver and gold)* Linked to a much developed Hobbies programme with increased breadth* Appointment of Head of Outdoor Education – developing new initiatives e.g. climbing wall, kayaking, more frequent camps, bushcraft activities, more ambitious expeditions* Forest School established in the EYFS – staff trained and implementing new curriculum
<p>What are the strongest features of the education you provide?</p> <ul style="list-style-type: none">* Scholarship success over a big range of disciplines (Art, Music, Design, ICT, Sport, Academic, All-Rounder)* Pupils have great self-confidence, communicate well and work well in a team* Emphasis on development of emotional intelligence in opportunities to interact with others both inside and outside the classroom* High level sports competitors and teams e.g. 9 county cricketers, 4 county hockey players, 5 representative rugby players, 6 pupils qualifying for the National Athletics Championships and many teams at National Sports Finals* Great breadth in the extra-curricular opportunities available for all* Foundation Stage outstanding in every respect (see Ofsted Report 2008 and 2011)

What areas are you seeking to improve or develop?

1. The DECA will be developed to include all-year groups over the coming years
2. Greater use of profiling to measure value-added across Key Stages
3. Awareness of different learning styles of pupils

How did you identify this need ...

1. Still at the pilot stage and involving Year 3 - 5 only
2. More data required to quantify progress with confidence
3. Lesson observation

and what actions are you taking?

1. Will introduce DECA scheme to Year 6 from September 2012
2. CAT testing on line, Progress in Maths and Progress in English scores at all levels in the school
3. Use of interview/questionnaire with pupils to inform teachers about pupil preference

If you wish, select a grade for the **curriculum**, using the document *INTEGRATED grade descriptors* to assist you.

Excellent/high

Good

Sound

Unsatisfactory

If you wish, select a grade for **extra-curricular provision**, using the document *INTEGRATED grade descriptors* to assist you.

Excellent/high

Good

Sound

Unsatisfactory

The contribution of teaching

[ISI Framework 3(c)]

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections, but give a cross-reference where it seems important.

<p>Since the last inspection, in what ways has the teaching improved the quality of pupils' learning?</p> <ul style="list-style-type: none"> * Updated Departmental Marking Policies linked to the whole school assessment system * Classroom Observation Scheme established to support and promote good practice * New initiatives in place e.g. Mathletics, Maths Makes Sense, BEAM, Singapore Maths 			
<p>What are the strongest features of the teaching you provide? What impact do they have on the pupils' achievements?</p> <ul style="list-style-type: none"> * Purposeful atmosphere in class – strong teacher-pupil relationships * Committed staff with enthusiasm and subject specialism * Reflective teachers – observation/feedback very positive * New initiatives embraced at all levels in the school e.g. ICT used widely by all 			
<p>What areas are you seeking to improve or develop, (next three sections linked by number)</p> <ol style="list-style-type: none"> 1. Restructuring Humanities/Arts Faculties 2. Constant review of marking within departments to ensure excellent practice <p>and how did you identify them?</p> <ol style="list-style-type: none"> 1. Existence of one person departments with limited sharing of ideas 2. Last Inspection Report and Whole School/Departmental bookshares 			
<p>What actions are you taking?</p> <ol style="list-style-type: none"> 1. Establish regular Humanities/Arts Faculty Meetings to review teaching, marking and cross-curricular ideas. Split teaching in departments where possible to share ideas and use Curriculum Committee to monitor developments 2. Linking Classroom Observation with implementation of Marking Policy 			
<p>If you wish, select a grade for teaching, using the document <i>INTEGRATED Grade descriptors</i> to assist you.</p>			
<u>Excellent/high</u>	Good	Sound	Unsatisfactory

THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

The spiritual, moral, social and cultural development of the pupils

ISI Framework 4(a)]

Self-evaluation [NB This section focuses on the outcomes for pupils]

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections, but give a cross-reference where it seems important.

What are the strongest features of pupils' personal development? What is the evidence that they take responsibility and show initiative in contributing to the school community?

- * Children in Need/Red Nose Day events run solely by children for children, raising thousands of pounds in the process
- * Form Assemblies each term allowing each pupil opportunities to share thoughts in public
- * Paper Police and Cardboard Cops – Recycling Group
- * Allotment Club – attended daily by enthusiasts,
- * Year 8 supervision of Pre-Prep/ICT Suite/Library etc see pupils offering their services for the good of all
- * The DECA / Prefect Systems bring together the many strands of such contribution
- * Prefect system (Prefect Teas/Lunches)
- * School Parliament (meets twice yearly)
- * Eco Committee

In what ways has the quality of pupils' personal development changed since the last inspection?

- * The DECA allows pupils to broaden their own curriculum by opting for hobbies/outdoor pursuits/environmental/community based activities to build an exciting extra-curricular profile
- * Year 3-Year 8 Buddy System in place to ease transition from Pre-Prep to the Prep School
- * Environmental Committee established to give pupils further input
- * Increased visits from outside agencies e.g. annual Emergency Services Day, Streetwise, Life Education Bus and visits off-site to broaden outlook

What areas are you seeking to improve or develop?

- * Build pastoral profiles of pupils

Why and how did you identify them?

- * Information sometimes diffuse as it arises in different areas eg Pupil Planner, notes to tutor, teacher observation etc

What actions are you taking?

- * Drawing together strands of information, recording all information centrally and tracking pupils as they move through the school

If you wish, select a grade for the pupils' **personal development**, using the document *INTEGRATED Grade descriptors* to assist you.

<u>Excellent/high</u>	Good	Sound	Unsatisfactory
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The contribution of arrangements for pastoral care

[ISI Framework 4(b)]

Self-evaluation [NB This section focuses on the provision for pupils]

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections, but give a cross-reference where it seems important.

<p>In what ways have provision and quality changed since the last inspection?</p> <ul style="list-style-type: none">* Appointment of an member of the SMT with specific responsibility for the role of the Form Teacher in the school* Establishment of a Governor Education and Safeguarding Sub-Committee to review Safeguarding each term* Deputy Head tasked to review Behaviour Management and Anti-Bullying practices* Whole Staff Behaviour Management Training (Peter Hook) Sept 2011* Annual visit by the Life Education Bus for junior years, visits to Streetwise for Year 2 and Year 5
<p>What are the strongest features of the care you provide?</p> <ul style="list-style-type: none">* Pupil Planners lay out guidelines of behaviour expected for pupils and parents* Clear lines of communication between school and home via email, Pupil Planner and Clarion Call* Code of Conduct is explicit and reinforced through Form/Class Time and School assemblies* Year 3 – Year 8 Buddy System, and Year 8 supervision of Pre-Prep, Library, ICT Suite* Sense of belonging – Form, House, School* Multi-layered approach to pastoral care – Student Teacher, Teaching Assistant, Teacher, Form Teacher, Matron, Headmaster’s Wife, SMT, Deputy Headmaster, Headmaster
<p>What areas are you seeking to improve or develop?</p> <ul style="list-style-type: none">* Pastoral role of Form Teacher* Effective and manageable use of email as a communication tool
<p>How did you identify this need, and what actions are you taking?</p> <p>How did you identify this need,</p> <ul style="list-style-type: none">* Some parents unsure as to who to approach with concerns* Email overused by parents at times and often unfocused <p>and what actions are you taking?</p> <ul style="list-style-type: none">* Building lines of communication between parents and Form Teacher using email, informal meetings etc* Drawing up a set of parental/staff guidelines for the use of email
<p>If you wish, select a grade for pastoral care, using the document <i>Integrated grade descriptors to</i></p>

assist you.			
<u>Excellent/high</u>	Good	Sound	Unsatisfactory

The contribution of arrangements for welfare, health and safety

[ISI Framework 4(c)]

Self-evaluation [NB This section focuses on the provision for pupils]

Provide only the most significant information in response to the following prompts. Avoid repetition in other sections, but give a cross-reference where it seems important.

<p>In what ways have provision and quality changed since the last inspection?</p> <ul style="list-style-type: none"> * Two further staff have attended two day Safeguarding Courses * All staff issued with Safeguarding Aide Memoire * Cycle of RIDDOR and accidents plotted each year to assess trends and inform action * Health and Safety on the agenda at all Staff/SMT/Governors' Meetings * Library of Risk Assessments in place * CCTV cameras extended to sixteen areas of the school * Key pads fitted to a range of classroom block entrances to secure buildings 			
<p>What are the strongest features of the arrangements?</p> <ul style="list-style-type: none"> * Whole school approach to safeguarding * High profile H&S at all staff meetings 			
<p>What areas are you seeking to improve or develop?</p> <ul style="list-style-type: none"> * Improve communications * Safer movement around the school 			
<p>How did you identify this need, and what actions are you taking?</p> <ul style="list-style-type: none"> * Communication with staff - new DECT phones installed across the campus 2011-12 * Maintenance team assessment of site – installed new block paving through main transit areas 			
<p>If you wish, select a grade for welfare, health and safety, using the document <i>INTEGRATED Grade descriptors</i> to assist you.</p>			
<p><u>Excellent</u></p>	<p>Good</p>	<p>Sound</p>	<p>Unsatisfactory</p>

The quality of boarding (if applicable; otherwise go to 'The effectiveness of governance, leadership and management')

[ISI Framework 4(c)]

Please make sure that the reporting inspector receives a copy of the most recent Ofsted or CSCI boarding report and the school's response to the recommendations made therein.

Self-evaluation (if applicable)

In what ways has boarding provision changed since the last ISI/Ofsted/CSCI inspection?

N/A

What are the strongest features of boarding?

Here and in the following boxes, make reference to the ISI criteria: *Outcomes for boarders, Quality of boarding provision and care, The effectiveness of arrangements for welfare and safeguarding, The effectiveness of the leadership and management of the boarding provision.*

N/A

What areas are you seeking to improve or develop?

N/A

How did you identify this need?

N/A

What actions are you taking?

N/A

If you wish, select a grade for **boarding** N/A

Excellent

Good

Sound

Unsatisfactory

THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

[ISI Framework 5]

The quality of governance

[ISI framework 5(a)]

Self-evaluation

(If the school is proprietorial or is part of an over-arching company or trust, please tailor your response to that context.)

<p>How do governors assure themselves that the school is fully compliant with the regulatory requirements?</p> <ul style="list-style-type: none"> * They carry out a regular review of school policies at sub and full committees * Cycle of policy review established, with clear ownership of each policy * Undergo Safeguarding training * Undergo training in regulatory requirements of ISI * Engage a firm of solicitors to conduct an annual review of policies to ensure compliance <p>Training undertaken:</p> <ul style="list-style-type: none"> - Safeguarding (September 2010) - Safer Recruitment (Chair and one other) - ISI Regulatory Requirements (November 2011) - AGBIS Training at Canford School (March 2011) - ISI Regulatory Requirements (November 2012)
<p>What are the strongest features of the governing body?</p> <ul style="list-style-type: none"> * Local, therefore excellent attendance at meetings * Interested and hands-on * Able * Regularly attend INSET training * Good breadth of skills e.g. medical, legal, property, safeguarding, HR, ICT, financial, education, marketing
<p>What areas of governance are most in need of development?</p> <ul style="list-style-type: none"> * Succession planning as members of team move towards retirement
<p>How have these needs been identified</p> <ul style="list-style-type: none"> * Discussion with long-serving governors regarding their intentions <p>and what actions are being taken?</p> <ul style="list-style-type: none"> * New prospective governors are being approached and invited on to the board
<p>If you wish, select a grade for governance, using the document <i>Integrated grade descriptors to</i></p>

assist you.			
<u>Excellent/high</u>	Good	Sound	Unsatisfactory

The quality of leadership and management, including links with parents, carers and guardians

[ISI Framework 5(b)]

Self-evaluation

<p>What are the principal factors that give your school the character and strength it has?</p> <ul style="list-style-type: none"> * Family atmosphere – Head, wife and children live on site giving a ‘boarding’ feel. Small year groups lead to everyone knowing everyone and sense of community results * Approachability and availability of Head and staff * Beautiful location – healthy outdoor feel to the school * Impressive facilities that are being updated and improved as required * Open, confident, interested children being taught by approachable, committed, professional staff * Warm relationship between school and home (including strong Friends of Dumpton Committee) reinforces sense of community * Excellent hands-on governing body – local, highly-skilled, committed and keen to be involved
<p>What are the chief constraints holding your school and pupils back from fulfilling their potential?</p> <ul style="list-style-type: none"> * Problems with position in Green Belt and associated planning issues slow down possible improvements to the school * Cost of 13+ education in senior independent schools prohibitive for many parents leading, potentially, to reduced numbers in Year 8 * Local changes to point of entry to grammar school may limit number in Year 7 in time (from Sept 2013)
<p>What are the main challenges and opportunities for the school over the next six years?</p> <ul style="list-style-type: none"> * Retention of charitable status * Retention of high quality teaching staff * Maintenance of high pupil numbers * Remaining the Prep School of choice in the local area
<p>What are the significant elements of the school’s development plan which are intended to deal with these?</p> <p>The School Development Plan is sub-divided into nine areas, each of which is dealt with by the appropriate sub-committee (see below)</p> <ul style="list-style-type: none"> A to propose the future size and composition of Dumpton as a coeducational day school to meet the demands of the next ten years (F&GP) B to identify and rank major new building projects (F&GP) C to ensure that appropriate refurbishment and maintenance is carried out (F&GP) D to ensure that the administration of the school is developed appropriately (F&GP) E to review the activities of the school to ensure that Charitable Status is retained (F&GP) F to ensure that the curriculum is developed appropriately (Education and Safeguarding) G to ensure that strong staff are recruited, trained and retained (Education and Safeguarding) H to ensure that pupil numbers remain at or above the levels required to finance the school comfortably by marketing the school amongst current parents and in the wider community (Communication) I to establish a clear marketing strategy for the future (Communication)

In what ways have links with parents changed since the last inspection?

- * Clarion Call instant messaging service for parents (email/text)
- * New website launched with informative and active Parents' Area (including school policies and curriculum information)
- * Parents invited to School Lunch (by year group) giving the opportunity for free discussion
- * Dads Cricket team established, Annual Dads Golf Days organised
- * Holiday Club established

What are the strongest features of the links with parents and the community?

- * Approachability of Head and staff
- * Concerns dealt with by frequent informal contact, avoiding a 'complaints culture'
- * Tutor Group Evenings, Parent Workshops,
- * Open Forums held – eg Future School Evenings, Scholarship Evenings, EYFS Curriculum Evening
- * FODs (Friends of Dumpton), MODs (Mums of Dumpton) and DODs (Dads of Dumpton) all very active. Whole School Barbecues, Charity Evenings, Quiz Nights, Summer Parties, Charity Balls etc
- * Parents' Match Teas, Concerts, Plays, Carol Service, Open Day, Sports Day, Speech Day all very well attended by parents
- * Shared assemblies with local middle school
- * Partnership projects with local primary school and special school
- * Visits to local Old Peoples' Home (and invitations to reciprocate)
- * Many charitable activities e.g. Operation Christmas Child, Julia's House, linked to local organisations
- * Sharing of facilities with AFC Bournemouth School of Excellence Tuesday and Thursday evenings at minimal charge (saving operation from collapse)
- * Sharing facilities with Parley Cricket Club as required (evening matches) at no charge
- * Free use of school minibuses for local charities eg Chernobyl Lifeline, Julia's House, Church Youth Club

What areas are you seeking to improve or develop?

- * Increase in number of social evenings for parents
- * Further links with local charities/sports clubs

How did you identify this need

- * Some parents express the wish to socialise here at school but need an event
- * Facilities still underused at the weekends

and what actions are you taking?

- * Regular production of the FODs Parents Directory encouraging year group social events (lunches, bike rides etc) along with the establishment of FODs Business Directory.
- * Parents Lunches to be established for all year groups.
- * Approaching local hockey club etc

If you wish, select a grade for **leadership and management, including links with parents,**

carers and guardians, using the document *Integrated grade descriptors* to assist you.

<u>Excellent</u>	Good	Sound	Unsatisfactory
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EARLY YEARS FOUNDATION STAGE (IF APPLICABLE)

How has the EYFS setting changed since the last inspection?

STAFF:

A new Head of Foundation Stage in place January 2009. A new Lead Nursery Teacher (EYP) was put in place for September 2009. Recent NVQ Level 3 and NVQ Level 4 passed by current practitioners in the Nursery. 15/09/11: Foundation Early Years Degree commenced by nursery practitioner. Further practitioner appointed with BA(hons) Early Years Summer 2011. Pre-Prep SENCo spends allocated time in the setting to support/extend children. Named ENCO in place. Teaching Assistant appraisal cycle in place.

26/10/12: Reception Teaching Assistant commencing Foundation Early Years degree. SENCo commencing maternity leave 22/10/12 maternity cover Teacher appointed and training undertaken. New Reception teacher and Lead Robins Practitioner. Mentoring of new staff continuous.

4/4/13: Half-termly cycle of supervision in place and annual declaration form. TA commencing NVQ Level 2 February 2013.

DOCUMENTATION:

Nursery practitioner's feedback to parents daily via the child's personal folder, incorporating daily activities, achievements and Early Years news and practice.

Reception practitioners have implemented 'learning journey' books that are shared weekly with both parent and child. All other books are shared half-termly.

Ofsted SEF completed.

Class tracking EY Profile spreadsheet implemented. 26/10/12 For review/subject to change when DfE 2012 EYFS profile published

Staff register in place.

Policies amended. 26/10/12 Amended further.

26/10/12: New EYFS curriculum in place and all policies in the process of being updated. Planning altered to accommodate new curriculum. Assessment documentation devised (including 2year check). Achieved 4/12/12

ENVIRONMENT:

Nursery garden has continued to develop as an outdoor classroom.

Forest Schools occurs weekly in Reception and Woodpeckers. Further Forest School training arranged for March 2013.

Adventure playground has been developed.

The storage of resources have been reviewed to enhance the layout and organisation of the nursery – for further review Summer 2012

26/10/12: Early plans to re-develop nursery garden. 7/2/13 EYFS practitioner leading this post outdoor conference.

TEACHING & LEARNING:

New guided reading/phonics books implemented.

Magic Moments implemented.

Annual Curriculum Meeting and Termly Parents' Meetings sharing Early Learning Goal Development and Assessment(including 2year check).

Small phonic group work promoted in the Nursery.

Plan Do Review (PDR) worked well in the summer term in Nursery. Nursery have commenced PDR with younger children using children's/parent's choices box this is being monitored in accordance with children's developmental needs.

26/10/12: Swimming occurring twice a week in Nursery with professional swimming teacher. Reception swimming once a week with qualified instructor.

Comment briefly on the extent to which children in the setting enjoy their learning and achieve well in what they know understand and can do in relation to their starting points and capabilities.

THE UNIQUENESS OF EACH CHILD

An 'All About Me' book on entry to the school is completed by caregivers which recognises the individual child's needs. 'Taster' sessions are offered before commencing the nursery. Our Early Years Practice ensures a balance of Adult Initiated and Child Initiated Activities allowing ownership/enjoyment of their own learning. High staff:child ratio ensures continuity of care and education. Daily liaison with parents keeps us abreast of changing needs of children and strategies are in place to promote home-school links.

PROGRESS IN LEARNING AND DEVELOPMENT

All children make progress in their learning and development. Weekly planning evaluations highlight additional learning and developmental needs, alongside plotting the children on the EYFS Assessment Profile(Characteristics of Effective Learning), this reflective practice ensures that all children make progress and areas of need are actioned and interventions are employed from an early age. A multi-disciplinary team approach is in place involving teachers/ teaching assistants/SENCO/external agencies. Evidence for this is demonstrated in the children's individual EYFS Profiles. DCC monitor our assessments and judgements made and profile scores are evaluated and monitored by DCC(awaiting new profile easter 2013). 23/10/12 Supervision cycle commenced.

DIFFERENTIATION

High staff ratios ensure that the needs of every child is understood. Differentiation ensures that all children work at their own level and pace, and that all children access the Early Learning Goals at the appropriate stage of their development. Target child observations has been implemented by nursery staff target two children daily.

TRACKING

Interventions are employed from an early age as outlined previously if deemed appropriate. Please refer to children's individual EYFS Profiles and tracking documentation. 26/10/12 For review/subject to change when DfE 2012 EYFS profile published.

How are children enabled to become active and independent learners? How are the needs of children well met? Is the curriculum suited to the individual child? How does teaching in the EYFS help children to learn and develop effectively?

ACTIVE INDEPENDENT LEARNING

There is a balance of child centred, child initiated learning and adult directed learning that is practised independently and as a part of group both indoors and outdoors. Plan Do Review (PDR) is accessed by the children in a variety of ways and is well established for 4-5 year olds and this has been implemented in the Nursery for the 3-4 year olds in accordance with their developmental stage. This acts as a transitional tool into reception. Planning demonstrates child initiated and adult led activities both in and outdoors. Learning areas are resourced and set up to promote children's independence and staff are experienced in promoting this in all areas of learning. Child initiated learning focuses on independence.

MEETING THE CHILDREN'S INDIVIDUAL NEEDS TO ENABLE EFFECTIVE LEARNING AND DEVELOPMENT

Planning has a topic based framework and is evaluated daily and formally weekly using staff and child evaluations, therefore the children lead and have ownership over planning, and learning is stimulated by them. Plan, Do Review is well established and is used to scaffold learning we encourage children to encompass areas not naturally explored in accordance with development.

We acknowledge that all children are accessing varying levels of the ELG (Characteristics of Effective Learning) and this is demonstrated in our planning documentation. The nursery planning is based around continuous provision and is regularly evaluated to follow the children's interests and needs.

Information from observation and assessment is used to plan activities tailored to the needs and abilities of individuals. Planning is evaluated daily and formally weekly using staff and child evaluations and these evaluations are acted on. Planning evaluations highlight additional learning and development needs. Varying tiers of differentiation are in place, children work in set groups; with additional staff and in mixed ability groups enabling staff and their peers to support/scaffold their learning (particularly in PDR) and plan 'next steps'. Children are tracked on the EYFS profile (Characteristics of Effective Learning), see previous EYFS profile results for progression and success in this area. 26/10/12 For review/subject to change when DfE 2012 EYFS profile published. SENCO spends allocated time in the setting to support children (see section above). 23/10/12 Supervision cycle commenced.

The ethos and philosophy of our setting and teaching strategies employed wholeheartedly promote effective learning and development in the EYFS. The children leave the EYFS as active, creative, inquisitive independent learners.

How does the setting support children in making a positive contribution, developing skills for the future (for example, in communication, reading, writing, use of ICT), feeling safe and learning to lead healthy lifestyles?

FEELING SAFE

Golden Circle time and Circle Time addresses school rules and children reflect on their own and the behaviour of their peers and the impact that this has. The children behave, join in, co-operate and share with each other. Children inform staff of safety aspects! Children complete daily risk assessment. Plan Do Review (PDR), Forest school and other activities allow risks to be taken in safety. Outings foster safety aspects. Books shared often complement this area. Please see medium term planning for specific activities relating to this. Golden Circle time demonstrates how the children feel confident to discuss confidential issues. Consistency in staff/key worker system fosters this environment. Children's persona reflects how safe they feel. Inclusion is emphasised at all times. Child development is in the foreground at all times.

HEALTHY LIFESTYLES

Good health and well-being is implicit in our PSHE teaching which encompasses all aspects of teaching the ELG's. Please refer to long and medium term planning and EYFS policy document. PE is timetabled three times a week the physiological benefits are always discussed. Outdoor play, Forest Schools etc encompass this area of learning.

In the FS lunch is a set menu and the health value of the menu is discussed. Children independently access a variety of fresh fruit and vegetables, biscuits at set snack times. In the Nursery children are offered drinking water at set times and in the Reception classes this is accessed independently. Educating the children about their eating and drinking choices is implicit throughout these times

POSITIVE CONTRIBUTIONS

PDR and child initiated learning fosters enjoyment of learning and positive attitudes towards it, including the motivation to participate, willingness to make choices and communication learning. Teaching strategies are in place to support the children in making appropriate choices and decisions and the philosophy of independent learning/high scope promotes this. Practise of realistic, differentiated expectations in accordance with the individual child's needs so all children respond well. Consistency of teachers/key workers in setting enable secure environments for learning. The children are good problem solvers (in Reception, critical thinking rewarded with science stickers)

The children learn and progress well in communicating, literacy, numeracy and information and communication technology. Interventions are employed from an early age as outlined previously if

deemed appropriate. Please refer to children's individual EYFS Profiles that track our children. 26/10/12 For review/subject to change when DfE 2012 EYFS profile published.

The children's understanding of the wider world is demonstrated through their play. This is evident in daily observations of the children in the setting acting out everyday home life and subjects taught e.g., pretending to be Lakshmi the Hindu Goddess at Divali, describing the shape of a biscuit, constructing a house out of big bricks and asking for a health and safety check!

What steps does the setting take to promote the welfare of children and ensure that they are safeguarded?

SUITABLE STAFF:

Annual staff review audit form a requirement of Dorset County Council (DCC) is completed annually. Staff are professionally developed. All staff have enhanced CRB's. 4/12/12 Annual declaration form implemented.

SAFEGUARDING

Training is mandatory for all staff in the setting and issues of concern are dealt with as a matter of urgency as outlined in the policy. There are Safeguarding, CAF, ENCO and Inclusion named practitioners in the setting, providing exemplars of good practice and disseminating knowledge. We see this aspect of education implicit to our daily practise. Please see our long term planning as we view this as integral part of our day, medium-term planning highlights specific areas focused on eg Emergency Services Day. 26/10/12: Head of EYFS completed Safeguarding training. Robins practioner completing CAF awareness training. Supervision cycle commenced.

RISK ASSESSMENTS/POLICIES:

Amendments are made as new directives implemented/incidences arise that require adjustments to be made. Risk assessments are reviewed annually. All staff re-familiarise themselves annually with risk assessments and policies directly concerning them. Daily EYFS in and outdoor classroom risk assessments are completed by the children. Legislation dictates formal regular updates e.g.; safeguarding, paediatric first aid. Advice from DCC LEA is sought, welcomed and actioned upon (NB Nov 2010 and May 2012 QIA Level 1).

CHILDREN:

The PSED activity of Golden Circle time and Circle Time addresses school rules and children reflect on their own and the behaviour of their peers/others and the impact that this has. The children feel confident to discuss confidential issues. Consistency in staff/key worker system fosters this environment. Children's persona reflects how safe they feel. Please see medium term planning for specific activities relating to this.

What are the strongest features of the EYFS setting?

Synopsis

The Early Years Foundation Stage aim is that every child should be happy, secure, valued and confident. At Dumpton School our philosophy is to value every child as a unique individual, who enjoys learning and thinking for him or herself. We provide a supportive and secure environment in which every child can flourish and learn at their own pace and in their own individual way. Our role is to stimulate and encourage their development and enjoyment of learning through a variety of different activities in secure indoor and outdoor situations, through play and through structured and creative activities. We encourage the growth of social skills and empathy amongst the children. The relationships which the children develop with each other and with our staff are central to their happiness and lay the best possible foundation for their future.

The professional EYFS team strives for improvement and ambitious vision to provide high quality care and education.

Weekly staff meetings address areas the setting wishes to develop enabling team to have a sense of ownership. All staff are involved in SEF. 23/10/12 Supervision cycle commenced.

Professional training is offered EYPS NVQ3/4 recently completed and practitioners own personal interests are developed and funded. EYP has undertaken Forest School Level 3 and Level 2 completed by NVQ 3 practitioner. EYP completed Developmental Movement Play (Jabadao). DCC LEA network meetings/training are accessed. Development plans are in place and led by varying members of the team. Budget allocated for improvements. Professional development is disseminated to all staff.

26/10/12: Reception Teaching Assistant commencing Foundation Early Years degree. SENCo commencing maternity leave 22/10/12 maternity cover Teacher appointed and training undertaken prior to starting post. Nursery teacher undertaking Level 3 Forest School training.

All adults support the children's learning and development

All practitioners are involved/briefed on planning and intended learning outcomes. They observe, record, reflect and feedback progress effectiveness and evaluate sessions. 23/10/12 Supervision cycle commenced.

The learning environment both indoors and outdoors

All learning environments are resourced and set up to enable effective independent learning. Nursery garden is in the process of being developed as an outdoor classroom. Forest Schools occurs weekly and the school grounds are utilised daily. Planning demonstrates child initiated and adult led activities both in and outdoors and resources and equipment are utilised. Music is taught in the preprep hall and in the outdoor classroom, PE in the gymnasium, tennis courts, astro turf, field and swimming pool.

What areas are you seeking to improve or develop?

Please see Section 1 'EYFS setting changes' which outlines past and recent improvements/developments. 4/12/12 All changes pertaining to the new EYFS have been implemented.

Current areas implemented yet being monitored on school development plan 2011-2012 are as follows:

Numeracy small group work in place in the nursery Autumn 2011.

Reception implementing maths games at home alongside literacy homework yet to continue resource termly in accordance with termly finance allocation.

Magic Moments implemented throughout EYFS setting.

Class tracking EY Profile spreadsheet implemented, completed termly and reviewed and actioned by teachers and SENCo. 26/09/12: Subject to change when DfE release EYFS profile replacement.

The Nursery garden continues to develop as an outdoor classroom.

PDR worked well in the Summer term 2011 in nursery. Nursery has commenced PDR with younger children in accordance with children's developmental needs using children's/parent's choices box and progress

Current areas to be actioned on school development plan 2011-2012 are as follows:

The storage of resources has been reviewed to enhance the layout and organisation of the nursery - finance to be issued Summer term and refurbishment of EYFS to take place Summer holiday 2012. 26/10/12: Refurbishment date altered awaiting new date.

Review teaching of UW, postponed until Autumn 2012 as Head of Science on leave.

Purchase of maths resources, achieved 26/10/12

School development plan 2012-2013

Continuous development of Adventure playground

Further provision of Guided reading/phonics books
Review and resource Communication and Language teaching. Purchase story sacks.
Permanent outdoor shelter in nursery garden
Review and resource mathematic teaching
Review and resource teaching of Understanding the World/Science.

Reforms to EYFS Action Plan Autumn Term 2012

Ensure staff are updated in new EYFS curriculum
Review current documentation for planning and assessment and make any necessary changes to meet the needs of the revised EYFS to include:
Implement progress check at age two.
Review safeguarding procedure and policy regarding the use of mobile phones and cameras in the setting.
Introduce Supervision for September 2012 to meet the statutory requirements of the revised EYFS.
Implement tracking document which will replace EYFS profile when released by DfE.
Review all policies relating to EYFS
Review all planning

How did you identify these needs and what actions are you taking?

Identification of needs:

PARENTS:

Parental views are gained both formally, by questionnaires, email, children's books/folders/diaries and at Parents Meetings, our Annual Curriculum Meeting and informally on a daily basis and at EYFS Coffee Mornings. We recognise the importance of working in partnership with parents, listening to their views and reflecting on our practice at frequent Staff Meetings.

CHILDREN:

Children's views are gained through PSED, Golden Time, Circle Time, PDR, specific literacy activities etc. See Planning Evaluations.

STAFF:

Regular staff meetings review targets set in action plans and school development plans alongside other areas the setting wishes to develop. Please see staff meeting minutes. Appraisal cycle in motion, targets are reviewed and monitored. Observation and feedback of teaching. All staff are involved in SEF. 23/10/12 Supervision cycle commenced.

SCHOOL DEVELOPMENT PLAN:

This is informed by individual Departmental Development Plans which drive improvement across the EYFS. EYFS Grant (2011) has been used to develop our outdoor area and provide training in e.g. Forest Schools and NVQ Levels 3 and 4.

EXTERNAL EVALUATION:

ISI and Ofsted SEF completion.

Dorset County Council (DCC) QIA

DfE new EYFS curriculum

Action:

Please see section above 'What areas are you seeking to improve or develop' and school development plan which incorporates DCC QIA and OFSTED recommendations and needs identified by staff, parents and children.

If you wish, select a grade for the **Early Years Foundation Stage (setting not needing registration)**, using the document *INTEGRATED Grade descriptors* to assist you. You are asked to give just one overall grade.

<u>Excellent/high</u>	Good	Sound	Unsatisfactory
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If you wish, select a grade for the **Early Years Foundation Stage (registered setting)**, using the document *Integrated grade descriptors* to assist you. You are asked to give just one overall grade.

<u>Outstanding</u>	Good	Satisfactory	Unsatisfactory
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