



**ISI** Independent  
Schools  
Inspectorate

**Progress Monitoring Inspection Report**

**Dumpton School**

**September 2022**

## School's details

<b>School name</b>	Dumpton School		
<b>DfE number</b>	838/6002		
<b>Registered charity number</b>	306222		
<b>Address</b>	Dumpton School Deans Grove House Deans Grove Wimborne Dorset BH21 7AF		
<b>Telephone number</b>	01202 883818		
<b>Email address</b>	secretary@dumpton.com		
<b>Headteacher</b>	Mr Christian Saenger		
<b>Chair of governors</b>	Mr Hugh Cocke		
<b>Age Range</b>	2 to 13		
<b>Number of pupils on roll</b>	316		
	<b>Nursery</b>	43	<b>Pre-prep</b> 75
	<b>Prep</b>	198	
<b>Date of inspection</b>	15 September 2022		

## 1. Introduction

### Characteristics of the school

- 1.1 Dumpton School is a co-educational day school. It is located in a rural setting near Wimborne in Dorset. The school operates as a charitable trust administered by a board of governors. It includes an Early Years Foundation Stage (EYFS) setting. The school has 21 pupils who require support for special educational needs and/or disabilities. Three have an education, health and care plan. Three pupils speak English as an additional language. The school's previous inspection was a focused compliance with educational quality inspection in January 2022.

### Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the focused compliance and educational quality inspection of January 2022. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraphs 2 (curriculum), 2(A) (relationships and sex education) and 3 (teaching)	<b>Met</b>
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – curriculum, relationships and sex education (RSE) and teaching [ISSR Part 1, paragraphs 2, 2A and 3]

- 2.1 The school meets the standards.
- 2.2 The school now provides appropriate RSE for pupils in Years 7 and 8. Senior leaders undertook a suitable survey of pupils in those year groups to assess their levels of confidence in and knowledge of RSE following the previous inspection. The results of this survey informed the work undertaken during the spring and summer terms of 2022. The school timetable now accommodates scheduled weekly RSE lessons for these year groups. Lessons are based on an appropriate commercial scheme of work which is comprehensive, covering all areas required by statutory guidance. Staff who teach RSE receive appropriate training. A senior leader oversees the teaching of RSE and, together with other senior leaders, supports teachers of both RSE and personal, social and health education (PSHE) effectively. Senior leaders have produced guidance for tutors who teach RSE and have provided suitable resources for all of the topics covered. Appropriate topics such as consent, relationships and sexual development are included. Key parts of the programme are supported by presentations by external speakers. Pupils participate in larger group workshops supplemented by related work with form tutors. Comprehensive workbooks are completed by pupils. Staff use these to assess pupils' development in their understanding of RSE effectively. This assessment informs additional provision. Teachers plan sessions effectively and demonstrate suitable subject knowledge. The RSE programme is appropriately monitored so that all pupils are able to make good progress in this area.
- 2.3 The school's policy for RSE is available to parents on the school website. The school has consulted closely with parents on the policy and topics to be covered, and appropriate consideration has been given to their views. The PSHE and RSE programmes have due regard to the promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The programme pays due regard to the protected characteristics which are set out in the Equality Act 2010.

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

#### Safeguarding policy

- 2.4 The school meets the requirements.
- 2.5 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### Safeguarding implementation

- 2.6 The school meets the standard.
- 2.7 Pupils are provided with appropriate support to meet their needs through effective Implementation of all aspects of the school's safeguarding procedures, including in the EYFS.
- 2.8 Staff demonstrate appropriate knowledge of safeguarding procedures including the school's staff code of conduct, whistleblowing and children missing in education procedures. Staff fulfil their responsibilities effectively. Staff have a suitable knowledge of the thresholds for reporting issues and are aware of who they should go to if they receive a disclosure. They understand that they can make a direct referral to children's services. The safeguarding policy provides detailed contacts for local agencies.

- 2.9 Discussions with the designated safeguarding lead (DSL) in the school confirm that pupils receive guidance on how to respond to issues if they arise. Training for staff is frequent and of sufficient quality, in line with statutory advice and local requirements. The DSL is supported by four deputies, all of whom are senior leaders in the school. The records of their and all staff training are kept centrally.
- 2.10 Staff, including senior leaders, listen to the views of the pupils effectively. There are a variety of systems that pupils say they can use to let staff know their views or feelings. Pupils comment that the staff listen to them and provide a response, as required by *Keeping Children Safe in Education*. The DSL acts immediately on any early signs of risk and the staff have a reporting system to ensure that all aspects of the pupil's issues are listened to and recorded. The details are monitored and shared with both staff and governors as appropriate. Referrals to children's services and the local authority designated safeguarding officer (LADO) are detailed and timely. Safeguarding records are appropriately detailed. Pupils are supported in learning how to keep themselves safe, including online. There is appropriate monitoring of the use of technology and appropriate filtering. Pupils are not permitted their own mobile devices in school.
- 2.11 Suitable arrangements operate effectively to handle allegations against staff. Records show that the school seeks immediate advice from the LADO where required and the school has a good relationship with outside agencies. The school understands its role in reporting any person to the relevant regulatory bodies where necessary. There is effective oversight by governors, and they carry out an annual review of safeguarding. Suitable recruitment procedures for staff are outlined in the policy. Governors receive suitable training in safeguarding.

### **Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.12 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.13 The school meets the standard.
- 2.14 The school has made suitable progress in delivering a full RSE programme for all pupils, including those in Years 7 and 8. School leaders demonstrate the skill and knowledge to ensure the standards are met consistently. The governing body closely monitors the implementation of the RSE policy. The senior leaders and the governing body manage safeguarding and welfare arrangements effectively and monitor compliance with the standards and other statutory advice. They implement suitable policies, practices and procedures to enable this. The leadership and management fulfil their responsibilities effectively so that the independent school standards are consistently met and the pupils' well-being is supported.

### **3. Regulatory action points**

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this inspection.

## **4. Summary of evidence**

- 4.1 The inspector held discussions with the head, senior leaders and other members of staff and spoke with the chair of governors. She visited different areas of the school and talked with groups of pupils. She scrutinised a range of documentation, records and policies.

### **Inspectors**

Miss Sue Duff

Reporting inspector