

# White Cliffs Primary College for the Arts

## Inspection report

---

<b>Unique Reference Number</b>	118395
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358334
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Robert Lovett

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	143
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Peall
<b>Headteacher</b>	Chris Russell
<b>Date of previous school inspection</b>	21 November 2007
<b>School address</b>	St Radigund's Road Dover CT17 0LB
<b>Telephone number</b>	01304 206174
<b>Fax number</b>	01304 214505
<b>Email address</b>	award@astorcollege.org.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	3–4 November 2010
<b>Inspection number</b>	358334

---

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Teaching was observed in all seven classes and some teachers were observed more than once. Meetings were held with the College Council, the Chair of Governors, the Chief Executive of the federation, the federation leadership team and teachers with curriculum responsibilities. The inspection team observed the school's work, and looked at the school's strategic improvement plan, documents and policies detailing how pupils are kept safe, the school's tracking data to see how well pupils are doing and analyses of pupils' attainment. Inspectors scrutinised 36 completed questionnaires from parents and carers together with staff and pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- The cause and sustainability of the recent rise in standards.
- The achievement of girls and of those pupils known to be eligible for free school meals.
- The impact of changes to the curriculum in bringing about improvements in pupils' attitudes to learning, behaviour and progress.
- The effectiveness of links with the local and wider communities in improving pupils' understanding, knowledge and skills.

## Information about the school

The school is smaller than most primary schools. It is part of the Dover Federation for the Arts which comprises White Cliffs Primary College for the Arts, an infant and nursery school, a junior school and a secondary school. The schools operate in partnership as one all-through school on four separate sites. Each school is inspected separately and receives its own inspection report. The proportion of pupils known to be eligible for free school meals is almost three times the national average. The proportion of pupils identified with special educational needs and/or disabilities is high. Significant numbers of pupils join and leave other than at the beginning and end of the key stage. Most pupils are White British. The school holds a number of national, regional and local awards, among the most recent are Healthy Schools status, a South East Gardens in Bloom silver award and Kent Safe Schools Anti-bullying accreditation. Children join the school at the beginning of the Reception year.

There is on-site childcare provision which is not managed by the governing body. This is inspected separately and receives a separate inspection report.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Staff, pupils and parents are rightly proud of their outstanding school. It has improved in many ways since it was last inspected. When the school was visited by one of Her Majesty's Inspectors in December 2009 it was asked to look at ways of making the curriculum more creative and exciting and to accelerate pupils' progress. As pupils are keen to testify the school has achieved both magnificently. Improvements to the curriculum have had a rapid and positive impact on pupils' attainment and progress. Standards have risen significantly by the end of Year 2 and Year 6. All groups of pupils, including girls, boys and those believed to be entitled to free school meals now achieve equally well. The school has successfully adopted a more creative approach to the curriculum which gives pupils a greater sense of purpose and ensures pupils are very aware of the need to apply basic skills across all subjects.

Teaching is good in all key stages. Teachers plan learning with care and ensure work is well matched to what pupils need to learn. The school is eager to ensure that all teaching is outstanding and recognises that sometimes teachers talk for too long so that the pace of learning slows, and it takes too long for pupils to begin work. Almost all pupils know what their learning targets are and how they link to the curriculum. While most marking is of high quality some is too general and does not tell pupils clearly enough how well they are doing against their targets or how to achieve them. Because of the exciting curriculum and shared sense of purpose and commitment behaviour is good. All pupils and parents and carers who responded to the questionnaires reflect the high levels of enjoyment inspectors saw. As one parent commented: 'school and teachers offer a friendly and welcoming atmosphere...my child is happy and confident'. The school is a very cohesive and supportive place to work and learn. Pupils make a very good contribution to the school and local community. They have a well-developed sense of responsibility and a good understanding of the national significance of Dover and its place in history. While local and international links are strong, pupils are less aware of the diverse nature of modern British society. Pupils are very well known as individuals and they receive outstanding care, pastoral guidance and support.

The collegiate model of leadership across the federation has served the school exceptionally well. All staff share the leadership team's high ambition for the school and work very effectively together to improve the quality of their teaching. Self-evaluation is generally accurate and the school's strategic improvement plan sets appropriate priorities closely linked to ambitious but achievable targets. Because of its record of success in raising standards and the outstanding cross-federation leadership, the school has an outstanding capacity to continue to improve.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## What does the school need to do to improve further?

- Improve pupils' understanding of the diversity of cultural, ethnic and faith communities in the United Kingdom.
- Improve the quality of teaching so that by September 2011, 100% is good or outstanding by:
  - enabling pupils to move more quickly to independent and group work
  - ensuring that all marking is as good as the best and tells pupils how well they are doing and how to do better.

## Outcomes for individuals and groups of pupils

**2**

Most pupils join with levels of skills and knowledge which are well below those expected for their age. They make good progress in Reception and are well prepared to join Year 1. While standards are broadly average over time, they are rising quickly and pupils are making faster progress. Attainment is now above average at the end of Year 6 and almost half the pupils attained the higher Level 5 in English last year. Pupils are enthusiastic learners and enjoy lessons. In an outstanding lesson, based on the locally relevant theme of 'evacuees' during the Second World War, pupils made exceptionally good use of their developing vocabulary using words such as 'empathy' to describe their feelings. They made imaginative and creative use of language, as when describing leaving one's family at the railway station and 'the hugginess of the last hug from your dad' and having a 'hollow heart with no happiness in it' on boarding the train.

Pupils feel exceptionally safe in school. They know and trust the adults they work with and are confident that any problems will be quickly resolved. They are aware of the dangers of the internet and are well prepared to keep themselves safe online. Pupils' behaviour is good. Older pupils are forthright in their view that behaviour has improved significantly over the last few years. Pupils get along together very well in lessons, on the playground and when moving around the school. Pupils adopt healthy lifestyles exceptionally well. They are aware of what constitutes a healthy and balanced diet and are delighted with the improvements in school meals.

Pupils make an excellent contribution to the school community. Not only through their formal role as college councillors and prefects but even more importantly in the way they willingly help and care for each other as valued members of the school community. Everyone helps the site manager and others to keep the school bright, clean and litter free. Pupils develop good workplace skills, particularly in respect of their ability to work both independently and collaboratively as self-motivated learners. Pupils are looking forward to honing their entrepreneurial skills in the coming mathematics week. While attendance is broadly average it has risen significantly over the last few years and the number of pupils classed as persistent absentees has reduced significantly.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching is good and some is outstanding. Where teaching is best work is closely tailored to pupils' individual learning needs and in almost all lessons pupils' learning is carefully and explicitly matched to the requirements of the National Curriculum. Where teaching is satisfactory, lesson introductions take too long and it takes too long for pupils to begin work. The relatively new systems for tracking pupils' progress have already proved effective in raising expectations and identifying those pupils at risk of falling behind. These assessments are acted on quickly to produce additional support and ensure that all pupils make good progress. Additional adults in classrooms are well deployed and support learning well.

The outstanding curriculum dovetails very well with the Building Learning Power initiative, which gives pupils a greater say in what they learn and has proved a very powerful motivational tool. Pupils say they now enjoy lessons much more because they have a say in how topics are taught: 'We know we can't ask for anything at all but we can make suggestions which are listened to' said one. Classrooms are bright, well-organised and attractive learning environments which reflect the class topic very well. The many high quality topic-based displays help ensure pupils become immersed in their learning. Pupils are enthused by their work and are eager to carry on working at home. Many parents and carers enthusiastically support their children, help them with homework and are keen that they do well. The school's links with the federation provides pupils with a range of

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

facilities, such as science laboratories, and specialist teaching expertise, they might not otherwise enjoy. The good range of after-school activities, such as gardening, film and a range of sports, greatly enhances the curriculum and supports learning well. Participation in after-school activities by all groups of pupils is good.

Care, guidance and support are significant strengths. Very well-targeted support enables all pupils to benefit from the opportunities the school offers. Pupils are known and valued as individuals and the school's work to support pupils and their families is highly valued. As one parent commented: 'teachers are very understanding and have persevered and worked with me.. I cannot thank the school enough'. The on-site nurse is a valuable contact for the whole community, as is the community constable who is a frequent and welcome visitor.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The federated model of leadership works very well to support school improvement at White Cliffs Primary College for the Arts. It has been outstandingly successful in inspiring a strong sense of shared purpose and vision for improvement. The headteacher and leadership team are passionate about improving the future of the pupils through providing them with the personal, social and intellectual resources and resilience to succeed. The success of pupils is a shared responsibility across the school and the federation with expertise pooled for the benefit of all. This has had a good impact on the professional development of staff, who are able to broaden their experience within the federation's schools.

Governance is outstanding because of the impact of its sustained strategic management on school improvement, particularly changes to the curriculum which have resulted in the recent rise in standards. Arrangements to keep pupils safe are meticulous. Checks on adults who have contact with pupils are rigorous and carefully collated. Risk assessments are detailed and the school site is kept very secure.

The federation's aim of encouraging the development of citizenship and strengthening a sense of community is well met. There is a real sense of the school as an integral and important part of the community. The work of the school locally, such as the promotion of parenting classes, makes a significant contribution to community cohesion. One pupil said that as a result of the school's work with his parents they now got along much better. He said he felt better understood and happier at home. Pupils flourish in a community where all are valued equally and a strong sense of fairness ensures discrimination is not tolerated.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Provision for the youngest children is good and as a result most make good progress during their time in Reception. Teaching is good and ensures that children settle quickly into classroom routines, and rapidly begin to develop a sense of independence within a safe and supportive environment. Children listen to adults and each other with care and work together very well. Many have quickly become confident in using computer programs and help each other sort it out if they press the wrong button. Pastoral care and welfare arrangements are effective. Provision for the outdoor curriculum is now good, which is a significant improvement since the last inspection. There are good systems for assessing and tracking children's progress.

The leadership of the Early Years Foundation Stage is good. Adults have a good knowledge of the learning, development and welfare requirements of young children. There is a good balance of adult-led learning and activities children choose for themselves. Their transition from Reception to Year 1 is well organised and helps children settle quickly into their new routines.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers are overwhelmingly supportive of the school. 'An absolutely fantastic school' sums up the feelings of most. All of those who responded to the questionnaire believe their children are kept safe and that the school helps their children lead a healthy lifestyle. All believe that the school takes account of their suggestions and concerns and almost all believe the school keeps them informed about their children's progress. All parents and carers believe that teaching is good and this is a view which inspectors endorse.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at White Cliffs Primary College for the Arts to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 143 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	61	13	36	0	0	0	0
The school keeps my child safe	27	75	9	25	0	0	0	0
My school informs me about my child's progress	20	56	14	39	2	6	0	0
My child is making enough progress at this school	18	50	17	47	0	0	1	3
The teaching is good at this school	17	47	19	53	0	0	0	0
The school helps me to support my child's learning	14	39	19	53	2	6	0	0
The school helps my child to have a healthy lifestyle	12	33	23	64	0	0	1	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	36	18	50	2	6	0	0
The school meets my child's particular needs	16	44	17	47	2	6	0	0
The school deals effectively with unacceptable behaviour	12	33	21	58	1	3	0	0
The school takes account of my suggestions and concerns	10	28	24	67	0	0	0	0
The school is led and managed effectively	17	47	17	47	1	3	0	0
Overall, I am happy with my child's experience at this school	17	47	18	50	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 November 2010

Dear Pupils

**Inspection of White Cliffs Primary College for the Arts, Dover, CT17 0LB**

Thank you for making the inspection team so welcome during the recent inspection. We enjoyed our visit to your school very much. My particular thanks go to those of you who gave up part of your lunchtime to talk to my colleague. What you had to say was really interesting and helped us to get to know the school better.

You and your parents and carers told us you think the school is improving all the time and is now an excellent school and we agree. You are right to feel proud of it, and well done for helping to keep the school so bright, clean and litter free! We were very impressed at how well you all get along together and how effectively you help one another in your lessons and around the school. While the school is a welcoming community and has good links with schools in other parts of the world, we have asked your teachers to help you learn more about schools and communities in different parts of the United Kingdom.

You make good progress in your learning. Having looked at your books and other evidence we think standards are rising across the school and that you are making good progress. While most teaching is good we would like your teachers to work together to make sure that all your lessons are equally good. You told us you feel very safe and that your teachers care about you a great deal. They keep a very close eye on the progress you are making but some marking should tell you more about how well you are doing and how to improve your work. Your behaviour is consistently good and you clearly enjoy your work and the new curriculum and want to do well.

The school has improved in a number of ways since it was last inspected. This is because the headteacher, deputy headteacher and others in the federation provide excellent leadership. They ensure that teachers work together to help you achieve well. Everyone wants the school to continue to improve, and with the help and support of you and your parents and carers it is well placed to do this.

Yours sincerely

Robert Lovett

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**