

## Statutory Inspection of Anglican and Methodist Schools (SIAMS)

<b>Davison Church of England High School for Girls</b>	Selborne Road, Worthing, West Sussex, BN11 2JX
<b>Current SIAMS inspection grade</b>	<b>Outstanding</b>
<b>Diocese</b>	Chichester
Previous SIAMS inspection grade:	Outstanding
Local authority	West Sussex
Date of inspection	19 September 2016
Date of last inspection	9 December 2010
School's unique reference number	126093
Headteacher	Christopher Keating
Inspector's name and number	Pamela Draycott (161)

### School context

This girls' high school serves a socio-economically diverse area. The majority of students are white British with a small but increasing number from other backgrounds, mainly eastern European and Bangladeshi. The percentage who speak English as an additional language and those with special educational needs are around the national average. The percentage for whom the school receives extra funding due to social disadvantage is slightly below average. Around 12 percent come from families who attend church outside of involvement through school. There are longstanding links with the parish church. Since the previous denominational inspection the age of transfer has been changed to Year 7.

### The distinctiveness and effectiveness of Davison CE High School for Girls as a Church of England school are outstanding

- The strong leadership of the headteacher has revitalised the school's Christian vision as a nurturing and outward looking institution. In this he is ably supported by his senior leaders and the school improvement group (SIG) for Christian ethos.
- Davison's Christian vision of enabling 'all to flourish as God intends' clearly underpins students' excellent academic attainment and progress alongside their strong personal development.
- Christian values are deeply embedded so that behaviour is exemplary and high quality relationships impact positively, making this a happy and caring community.
- The worship programme and religious education (RE) are intrinsic to the outworking of the school's Christian ethos.
- Spiritual, moral, social and cultural (SMSC) development opportunities and students' responses to these are a strength of the school.

### Areas to improve

- To ensure that all policy documents accurately reflect the school's Christian development, mission and values.

## **The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners**

The school is firmly rooted in its Christian foundation which is deeply embedded and summarised as being to 'Serve, Inspire and Achieve'. Its Christian values of friendship, trust, forgiveness, thankfulness, hope and endurance are clearly evident in the school's day to day life, in mutually supportive relationships and in the outstanding behaviour of students. The school successfully engages with students to bring about high academic attainment and progress whilst enriching their personal development and encouraging their well-being. This is explicitly linked to a Christian understanding of the importance of the 'individual to God', encouraging all to 'flourish as God intends'. Students consistently attain above the national average in most subjects and all groups make excellent progress from their various starting points. The number of incidents of less than good behaviour is minimal and dealt with consistently bearing the school's values in mind. As an expression of the school's Christian and inclusive nature, staff and students recognise that the school values are explicitly Christian and also recognise that they are applicable to everyone irrespective of faith. Thus, Davison is an inclusive place where students are known and treated as individuals with different gifts and talents. Linked with its Christian mission, the school is outward looking and successfully seeks to encourage engagement locally, nationally and internationally. An expression of this commitment is the fact that the school employs a community manager to support this work. Students regularly give time to volunteer to work in local charities and the school is closely linked with The Maranatha Preparatory School in Ghana.

A wide range of curricular and extra-curricular opportunities supports students' SMSC development. This is a strength of the school. Students enjoy being at school, knowing that they are well supported and yet challenged to give of their best. Consequently, attendance is well above the national average. Religious education, demonstrably helps students appreciate the diversity of God's world. 'Learning about other religions in RE is interesting. Actually it has helped to strengthen my own faith whilst respecting other peoples' faiths', as one Key Stage 4 student remarked. Most students enjoy RE, finding it interesting and challenging. RE and the worship programme clearly contribute deeply to enhancing the school's Christian ethos and spiritual life

## **The impact of collective worship on the school community is outstanding**

The varied worship programme is very well planned. It plays an important and valued part in school life and in the religious, spiritual and moral development of students. 'It is a time to be together, to worship God and to reflect on important things and have some space to think.' Worship opportunities include a regular focus on Christian values as well as the cycle of the Christian year. There is a weekly worship programme of two 'assemblies' and 'reflection time' in tutor groups through which the school meets its statutory requirement for a daily act of worship. This is very well extended by regular opportunities for worship off-site at St George's church and half-termly optional lunchtime Eucharistic services. It is through these two opportunities that Anglican practices are most obviously seen. The worship programme strongly impacts on school life and supports students and staff in their spiritual, and for many, their faith journey.

Students and staff engage in worship respectfully. There are many opportunities for prayer. Indications of the importance of prayer in school life can be seen in prayer spaces in classrooms plus, for Key Stage 3 students, a 'reflection and flourishing journal' contributed to during tutor time. This is not yet part of the Key Stage 4 'offer' to students. A prayer trail around school, which is linked to the school's values and a regular prayer letter, shared with partners in the community, shows reliance on prayer as an aspect of school life. There is an email prayer request system which is also well used. Many students and staff participate in prayer, reflecting on their own and others' needs. Thus worship also often brings about social action by raising money or volunteering for a charity. As a Key Stage 3 student reflected, 'Prayer is about more than just talking to God. It is about listening to God and to your heart.'

Worship provides students with a wide range of opportunities to think about the importance of Jesus and the Bible as the 'Word of God'. Students know the Lord's Prayer and the school prayer well. Planned opportunities to consider the significance of the Christian concept of Trinity (Father, Son and Holy Spirit) are underdeveloped. Staff and governors have a clear understanding of the worship programme through detailed monitoring and evaluation which students are appropriately involved with. This leads to effective development over time.

### **The effectiveness of the leadership and management of the school as a church school is outstanding**

The school is rightly proud of its long history of service to the community, having celebrated its bi-centenary since the previous denominational inspection. The headteacher, who took up post in September 2013, has a very clear strategic vision for continued development and improvement as a church school: building appropriately on its history whilst extending and refreshing it. Senior leaders and governors openly share the vision and support the headteacher very well in seeing it come into practice. The SIG promotes the school's Christian mission, aims and values effectively as the group provides materials and works with a range of colleagues in addressing all aspects of the school's Christian distinctiveness. Leaders and members of the SIG work well together and confidently live out and promote continued development as a church school. Staff are enthusiastic about working in this church school and keenly relate the significance of its Christian foundation to its day to day life. The school supports staff well for working in the church school context through rigorous interviewing, detailed induction and appropriate on-going training opportunities.

Leaders have a thorough and detailed understanding of the school's performance based on accurate and effective self-evaluation. This leads seamlessly to supporting the needs of all students so that they can 'flourish' both academically and personally. Leaders ensure that the whole curriculum is informed by its Christian vision. For example, by introducing a monitoring and evaluating system for the provision for SMSC across curriculum areas and as part of the quality assurance of teaching and learning. This has been in place for one academic year and is still to be fully refined and embedded. Whilst the Christian vision and values are evident in the school's day to day life much of its policy documentation makes insufficient reference to its Christian foundation.

Parents are well informed about the progress their children are making and appropriately supported in helping them with their learning. Many parents are effusive in their praise of staff who 'go the extra mile'. They recognise how, based on the school's Christian and inclusive character, their daughters have benefitted from the consistent expectations and the wide range of opportunities offered throughout their time in school. Links with some Anglican churches in the town as well as with some churches of other denominations are strong and provide substantial benefits in supporting the religious, spiritual and moral development of students. The leadership of worship and of RE are given a high priority and this results in highly effective practice in both areas. The school meets the statutory requirements for RE and collective worship.

SIAMS report September 2016 Davison CE High School for Girls (VC) Worthing, BN11 2JX