

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Davison Church of England High School for Girls

Vision

To live life in all its fullness and flourish as God intended.

Proverbs 11:28 'A God shaped life is a flourishing tree'

We want to flourish because:

it is what we were made to do;

Jesus makes it possible;

we want others to be blessed through us.

We reflect on what God has done for us through Jesus. We model his work through our Christian values of friendship, trust, forgiveness, thankfulness, hope and endurance.

Davison Church of England High School for Girls is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Strengths

- As a result of its profoundly rooted Christian vision, Davison School provides a truly exceptional environment in which students and adults thrive.
- The school is welcoming and highly inclusive. Students and adults feel valued as individuals and are empowered to fulfil their potential.
- Collective worship forms the foundation to each school day. It embeds the Christian values of the school and contributes to the spiritual development of the school community.
- Religious education (RE) is well planned and led. It is given high priority and makes a positive impact upon students' understanding of religion and world views.
- The school sits at the heart of its community and strongly promotes an active culture of fairness, justice and service.

Development Points

- Develop a shared understanding across the school of the opportunities available for spiritual development in the curriculum. This is to ensure that students and adults can flourish spiritually.



Inspection Findings

Davison Church of England High School for Girls is an exceptionally good example of an effective Church school. This is because leaders at all levels are determined that the school is driven by its deeply embedded Christian vision. As a result, students and adults are enabled to fulfil their potential and thrive in this caring and nurturing environment. They are challenged to realise their unique gifts and talents and encouraged to seek opportunities for personal development. Governors and school leaders have extensive systems for monitoring and evaluating the effectiveness of the school as a Church school. This ensures that they avoid complacency and effectively move the school forward. High quality professional development and personal support is available to staff. For many, this has had a transformational impact on their career. The school is at the heart of its neighbourhood and is seen by local people as being 'a gift' to its community.

The school's vision drives its provision of a very wide range of curricular and extra-curricular activities. Therefore, students can fulfil their academic potential and explore their wider abilities and interests. Great care is taken to ensure that the needs of individual students are met. This includes disadvantaged students and those with special educational needs and/or disabilities (SEND). The personal and academic progress of students is carefully tracked, and intervention is promptly put into place as necessary. As a result, students feel known and cared for. They enjoy coming to school and attendance rates are good. However, whilst the school acknowledges that spiritual development of individuals is important it has not developed an effective strategy for monitoring the impact of its provision across the curriculum.

Collective worship forms the foundation to each school day. It is carefully planned and co-ordinated across the school playing a key role in embedding its vision and values. Students recognise the impact that collective worship has on their sense of belonging and the opportunities it provides to explore 'big questions'. Moments of quiet and invitational prayer, as well as enthusiastic singing also contribute to the spiritual development of students and adults. Worship is systematically monitored and evaluated to measure its impact. Feedback from student questionnaires and input from worship prefects ensure the planning of worship is responsive to student needs. Links with the local church, including visits to the church for worship at key festivals and 'milestone moments', enhance provision. Students value the opportunity to worship in church. Walking there, in the distinctive Davison uniform, promotes a profound sense of belonging in their community. The prayer life of the school also includes an annual prayer week, a 'Prayer Room' and weekly lunchtime prayer meetings. These activities make an important contribution to spiritual flourishing across the school.

The extremely good relationships across the school are a result of the living out of the school's Christian values. Students enjoy coming to school and thrive because they feel safe and valued. They are confident that incidences of unkindness are swiftly resolved by the students themselves, rarely needing intervention by staff. This is a highly inclusive school with a clear understanding of the importance of equity. Students are empowered to celebrate their individuality and recognise their uniqueness. For example, on 'International Women's Day', students and staff were invited to wear clothing to school to represent their cultural heritage. They were delighted to be able to share their culture with their school community and provide insight and inspiration to others. Events such 'Davison's BIG Iftar' allow students and adults to enjoy together the diversity of their community. As a result 'Davison Girls' are known for their confidence and sense of self. Davison alumni play an important part in reinforcing the ambition of students. They are role models and act as tutors and mentors. Carefully planned careers advice ensures students are ambitious, recognising their value and potential when choosing their next steps into further education.



Students appreciate the wide range of other support available including for their mental health and general well-being. Staff recognise the compassionate support of leaders when they are experiencing personal challenges and in the consideration of staff workload.

RE has a high profile. Governors and school leaders have ensured that it is given priority and is well-resourced. RE is knowledgeably and enthusiastically led and delivered by a team of subject specialists. The department works in effective partnership with the Diocese of Chichester developing its curriculum and accessing professional development. Leaders also offer support to other schools. The Key Stage 3 (KS3) curriculum ensures that students gain an understanding of a range of world faiths and an appreciation of Christianity as a global faith. Students feel challenged to think hard in their lessons. They recognise the impact that RE has on their understanding of the world around them and their role within it. Students are enabled to learn from one another and develop respect for the views of others. They value the opportunity to visit places of worship recognising this enhances their understanding of world faiths. As a result of the engaging KS3 curriculum the vast majority of students choose full course RE at GCSE. Leaders ensure that those students not taking the GCSE course complete a core RE programme that is challenging and rigorous. This is underpinned by the Key Stage 4 syllabus recommended by West Sussex. Therefore, students are provided with the opportunity to continue developing their insight into worldviews and a range of religions, including Christianity.

Throughout the school there is a sense of community and responsibility. This is rooted in the school's vision that it should be a blessing to others. Students take an active role in the locality and further afield, serving on the West Sussex Youth Cabinet and the national Youth Parliament. They regularly engage with their local MP on issues of concern. Within the school there are a wide range of leadership opportunities for students and a very effective school parliament system. The school's 'colour system' promotes links between year groups. This enables students to be effective role models and fosters healthy competition in house events. Students are thoughtful in their choice of community partners and charities. They want to be able to make a difference and are encouraged by the school to become agents of change. Student voice is highly regarded and has an impact in the decisions made in school. Davison Church of England School for Girls empowers its staff and students to 'flourish as God intended.' Its Christian vision and values permeate each aspect of school life. This enables the gifts and talents of the people in its care to be fully realised.

Information

Address	Selborne Road, Worthing, BN11 2JX		
Date	25 November 2024	URN	126093
Type of school	Voluntary controlled	No. of pupils	1340
Diocese/District	Diocese of Chichester		
Headteacher	Chris Keating		
Chair of Governors	Guy Engleman		
Inspector	Nicki Edwards		