



Davison CE High School for Girls, Worthing

Diocese of Chichester

Statutory Inspection of Anglican Schools

Inspection Report



Date of inspection:	9 December 2010
Name of inspector:	Nick McKemey John Peat
NS inspector's number:	280
School address:	Selborne Road Worthing West Sussex BN11 2JX
Unique reference number:	126093
Status:	Voluntary Controlled
Number on roll:	1105
Age range of pupils:	11-16
LA:	West Sussex
Name of chair of governors:	Ray Oxenbridge
Name of headteacher:	Della West
Date of previous inspection:	April 2007

The inspection of denominational education and collective worship in the school was carried out in accordance with Section 48 of the Education Act 2005

Description of the school

Davison High School for Girls in Worthing, West Sussex admits pupils from 7-11, with the exception of year 7 where all are from Christian church going families about thirty students in other year groups have a denominationally linked place. Most girls are of White British Heritage with English as a first language although there are a growing number of pupils with English as a second language. Specialist technology status was gained in 1999 and Davison has been an International School for ten years. Other awards held include Healthy Schools Award, Eco Green Flag, Artsmark Gold, SSAT Future Visions Award 2009, and Investors in People. The Sustainable Schools Framework is being implemented.

Summary judgement

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

Grade: 1

Established strengths

- the leadership of the Head teacher and senior staff in communicating a clear Christian vision and developing a strong values based community
- the distinctive, strong, nurturing Christian ethos that prevails throughout the school and has a significant impact on the personal development of pupils
- the strong local and global community links providing extensive and diverse opportunities for service and charitable work including the link with the local church and its contribution to the observation of the Anglican tradition
- Spirituality, which is frequently explicitly Christian, features strongly across many subjects in the curriculum.

Focus for development

- to link the evaluation process of the school as a church school to the strategic planning of the whole school
- to extend the engagement of foundation governors in the self evaluation of the school as a church school
- to extend pupil involvement in the planning, delivery and evaluation of collective worship
- To ensure that all pupils have daily access to 'thought for the day'.

The school meets the statutory requirement for Collective Worship	Yes
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The school, through its distinctive Christian character is outstanding at meeting the needs of all its learners.

Pupils show great awareness of, and a willingness to articulate the Christian values which underpin the school. They explain convincingly the significance of the Benedictine school motto 'ora et labora' and mission statement 'inspire serve achieve' and its impact upon them as they journey through the school. The Community Plan provides extensive opportunities for service both locally and internationally and contributes to a cohesive community. The children discover what they can give of themselves to others and large sums of money are raised for charity. The notion of stewardship is well developed and results in an impressive 'sustainable school' profile. Links with the parish church are now much stronger and the school is active in the deanery and diocese. The school choir is in great demand in the community.

Parents talk of a school based on family values. The pupils are clear that this is a fully inclusive school where everybody feels valued. The quality of relationships between all members of the community are characterised by mutual respect and a willingness to listen. A review of the school's pastoral system (previously judged outstanding) has resulted in pupils belonging to smaller 'colour' families. Pupils talk enthusiastically of the advantages of the new system which particularly allows pupils of all year groups to work together in smaller units. Initiatives such as nurture rooms, 'Tantrums and Tiaras', CHAT, and a rich curriculum show that the needs of all are well provided for.

Behaviour is very good and incidents of bullying are very rare. The spiritual, moral, social and cultural aspects of the curriculum are driven by the Christian ethos. Religious Studies has a huge impact on the spiritual and moral development of all pupils. Stimulating displays in many subject areas, which include an exam prayer and the proposed quiet sanctuary for staff and students create an environment which promote the school's Christian character and is a focus for the pupils' spiritual development.

There are many examples of the impact of the pupil voice, with one focus group working with senior staff on improving assemblies. Following a student suggestion the introduction of a voluntary Eucharist is planned.

Grade: 1

The impact of Collective Worship on the school community is outstanding.

Collective Worship is an outstanding part of school life and is planned in great detail around the Anglican festivals and themes such as 'generosity' and 'serving others'. The worship coordinator also runs the induction programme for new teachers which include sessions on the values adopted by the school. A 'thought for the day' has been introduced with guidance, for implementation by form tutors. The school has responded to the development point in the last report with a comprehensive review which included a report from a consultant headteacher. The evaluation of worship indicates that some tutors need further training in the delivery of form assemblies. The pupils clearly enjoy collective worship and the new colour families allow more opportunities for pupil participation. Pupils talk of the significance of the school hymn and prayer and participate readily in both moments of reflection and the Grace which ends the majority of assemblies. Some pupils describe with great enthusiasm assemblies that they have presented to their forms whilst others recall the profound impact of Remembrance Day and a Harvest Festival service held by the local vicar. Pupils particularly mentioned the great comfort they found in services held during moments of crisis.

The local vicar is a frequent visitor and the school uses his church for a leavers' service, a carol service and a service for all new pupils. The annual 'Carols by Candlelight' for the elderly led by the Religious Studies Department and the carol service held at the church are highly regarded and engage a large number of students. The annual national day of Women's Prayer is observed and the mission week held in the run up to Easter has a great impact on all who participate irrespective of their faith.

Grade: 1

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

The headteacher and her senior colleagues provide exceptional leadership in promoting the Christian leadership of the school which ensure that school vision and values remain at the centre of its mission. The headteacher has a clear vision of what a Christian educational institution should be and there is a sense of dynamic purpose and enthusiasm throughout the school. An assistant head teacher combines the roles of worship coordinator and staff development and she is well placed to support the future needs of the school as a church school.

All stakeholders were engaged in a review of the school's mission, vision and values. The comprehensive web site and prospectus state concisely the Christian values which underpin the daily life of the school. The school's leadership provides clear guidance to teachers in translating these values into strategic intent.

The governors are very supportive of the school, the Chair of governors is clear that in the forthcoming curriculum review the Christian ethos is preserved and that all children should be treated as individuals and the governors must not lose sight of their responsibility to the vulnerable.

Parents describe the school as welcoming and all are welcome irrespective of belief, communications with parents are very effective and any issues raised with the school are quickly and satisfactorily resolved. The responses to various stakeholder questionnaires feature in the school development plan which includes further initiatives to build on the schools already impressive links with the church and wider community. Amongst these is a plan to send twenty girls in a range of social support settings to Romania for their work experience placement.

Grade: 1