

GCSE RESULTS 2017 – PRESS RELEASE

Press Release for Davison CE High School for Girls

I am delighted to announce that the students of Davison CE High School for Girls have achieved fantastic results in their recent GCSE examinations.

- **77% of the cohort achieved at least 5 A*-C (or equivalent Grade 4+) at GCSE.**
- **85% of the cohort achieved at least a STANDARD pass in English Language with 72% of the cohort achieving a STRONG pass at Grade 5 or better.**
- **85% of the cohort achieved at least a STANDARD pass in English Literature with 71% of the cohort achieving a STRONG pass at Grade 5 or better.**
- **69% of the cohort achieved 5 or more A*-C grades including the new STANDARD Grade 4 pass or better in English and mathematics.**
- **54% of the cohort achieved the new STRONG passes in both English and mathematics.**
- **64 students achieved 5 or more A*-A grades including the new grade 7 or better. This is a new school record!**
- **A special mention must go to the following 18 students who achieved 10 or more A*-A GCSE grades including new equivalents:**
- **Tabitha Lennox (11) Molly Tavender (11) Leila Faris (11) Lydia Yallop (11) Maisie Burgess (10) Jessica Simpson (10) Cassie Graham (10) Sophie Ward (10) Leanne Payne (10)**
- **Sophia Linssen –Pitsaros (10) Sammie Minchell (10) Rebecca Bradley (10) Emma Robinson (10) Madeline Hulme (10) Nara O’Sullivan (10) Maya Bardsley (10) Zoe Herbert (10) Edie Wood (10)**

I would like to congratulate our students on achieving such positive results. It is wonderful to see that their hard work has paid such dividends. To have achieved such high quality results at a time when the bar has definitely been raised is remarkable. I wish them all the very best of luck in their future studies. My sincere thanks also go to our staff, governors and the students' families for all the help, support and encouragement they have given over many years

Yours faithfully



Chris Keating
Headteacher
Davison CE High School for Girls

ADMISSIONS POLICY AND ARRANGEMENTS

Applying for a school place in West Sussex

Schools in West Sussex are categorised as community, voluntary controlled and voluntary aided. Community and voluntary controlled schools serve catchment areas. Voluntary aided schools serve wider areas. This school is a Voluntary Controlled School.

Admissions to community and voluntary controlled schools are the responsibility of the Local Authority and applications must be made through their offices at:

Student Admissions Office
Centenary House
Durrington Lane
Worthing BN13 2QB

Telephone: 0333 0142 903
Fax: 01903 839214
Email: admissions@westsussex.gov.uk

Under the Education Act parents can express a preference for any school but parents do not have a right to choose a school. West Sussex Education Authority does however make every effort to meet parental preference where possible. Further information about how places are allocated at this, and other schools in the County, is contained in the Authority's Information for Parents Booklet, a copy of which is available from the Student Admissions Office. Further details relating to admissions can be found on the internet at: www.westsussex.gov.uk

Transport

Transport matters for children attending this school are dealt with by the:

Transport Co-ordination Group
The Grange, Tower Street
Chichester, West Sussex, PO19 1RH

Telephone: 01243 753530
Email: school.transport@westsussex.gov.uk

Please see Prospective Parents section on our website for further information.
<http://www.davison.w-sussex.sch.uk/Prospective-Parents>

A RELEVANT AND STIMULATING CURRICULUM

We aim to provide your daughter with a high quality learning experience suited to her individual needs.

All students follow the National Curriculum at Key Stage 3 and 4 with all but a very few being entered for at least nine GCSEs or the Vocational equivalent.

There are opportunities for work-related qualifications and the opportunity to extend students beyond the normal GCSE curriculum. Careers advice is available to all students.

Your daughter will meet creativity and challenge in her lessons, aimed at helping her reach her full potential.

Teachers at Davison are highly skilled in creating a supportive learning environment.

We are particularly grateful to numerous local businesses for their contribution to our curriculum, both formal and informal. Whether mentoring a Young Enterprise Team, offering Mock Interviews, providing a Work Experience placement for a Year 10 student, supporting the Technology disciplines within their specific expertise in textile design or graphics; we are greatly indebted to Worthing business people.

“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”

SIAMS Diocesan Inspection September 2016 – Grade Outstanding

THE DAVISON PLEDGE

We want you to have an enjoyable and successful time at Davison, to become a confident young woman and to leave here armed with the necessary knowledge to make a positive contribution to society. We want you to do well for yourself, having developed the relevant skills, attributes and attitudes to lead a happy and fulfilled life.

We will push and support you to do your best in all aspects of your education and will try hard to provide you with challenges, both in and out of lessons.

During your time at this school, you will have the opportunity to:

- take part in at least one residential trip
- represent your Form, Family, Year or the School in some activity
- speak in front of – or entertain – an audience of students
- speak in front of – or entertain – an audience of adults
- be involved in at least one after school club
- raise money for a good cause
- give practical help to a community group
- have some of your work displayed
- gain experience in the workplace
- develop an understanding of courses available to you at College
- have access to helpful careers guidance
- have a role in mentoring younger students
- be of service to the school in some capacity.

This is a two-way process, though, and we urge you to take up the opportunities that will be offered to you.

PROVIDING QUALITY CARE

Each student is allocated to a Colour Group for registration. Students remain in their "Colour Family" throughout their time at Davison and with the same Form Tutor. Each Colour has a Lead Tutor who oversees the pastoral care of each Colour Family. Where possible, sisters will be in the same Colour Family.

Form Tutors at Davison are the first and most important point of reference for both students and parents. They are supported by Lead Tutors, who have responsibility for a Colour Family group, one in each year group, and by a KS3 and KS4 Head of Key Stage Assistant Head. Colour Family Lead Tutors work closely with KS3 Colour Groups for their first year at Davison. This enables each girl to build a very special relationship that ensures she can receive individual advice, support and encouragement throughout her five years here.

Parents are invited in to discuss progress with subject staff and Tutors, and students are expected to attend consultation events.

Students are rewarded with points which can lead to tangible rewards. Rewards are given half termly for service, hard work and effort, as well as high achievement. Prizes are also given for service to the school and the community.

In 2014 Ofsted said

'Staff are aware of the needs of different students and have put effective strategies in place to cater for their specific needs. Support for students' welfare and well-being is strong. Students comment positively about the 'family' feel of the school.

The school's work to keep students safe and secure is outstanding.'

QUALITY ASSURED

As a school, we are part of a Teaching School Alliance so that we can share our expertise with other schools across the country. One of the purposes of this is to recruit and train new professionals into teaching, as well as giving our staff access to professional development opportunities. Enabling us to refresh our own practice to ensure our classrooms benefit from the latest educational thinking. At Davison, teachers learn too.

Ofsted 2014 said:

'Teaching is characterised by high expectations, detailed planning, supportive relationships and a very good knowledge of students' abilities, aptitudes and interests.'

CITIZENSHIP AND PERSONAL DEVELOPMENT

Davison seeks to develop in all students the qualities of a good citizen through their work both inside and outside the classroom. Students are offered many opportunities to explore their own values and attitudes in the context of their developing skills as citizens of the future.

The taught course, studied by all students, helps them to develop the knowledge, understanding and awareness of the world around them enabling them to apply their learning through a wide range of cultural, social and moral experiences. Some students choose to further their understanding of Citizenship by studying it at GCSE.

Being of service to others begins in Year 7 with the election of Form and Sports Captains in each Colour Family group. These positions offer students opportunities for leadership and service to their form, the school and the community through fund-raising and competitive activities.

The School Council provides all students with the opportunity to discuss and promote improvement in their own learning environment to the leaders of the school. Students will represent their Colour Family and bring topics relevant to the student body for discussion.

During Year 10, students are invited to apply to become School Prefects, Heads of Colour and to stand for appointment as Head and Deputy Head Girl.

Each year a group of volunteers is recruited from Year 10 as 'Cybermentors'. The team receives training as mentors to support younger students and help them deal with friendship and bullying issues and to support students on-line.

Ofsted 2014 said:

The provision made for students' spiritual, moral, social and cultural development is a major strength of the school. Students are very caring and supportive of each other.'

BEYOND THE CLASSROOM

COMMUNITY LINKS

Davison has always regarded itself as being an integral part of the community. We actively seek opportunities for students to make a positive contribution to the well-being of others. Students and staff participate in a wide variety of community projects as individuals, as Colour Family members or in conjunction with subject departments.

This past year some of our activities included:

- Supporting locally charity 'Link to Hope' with their Shoebox Appeal
- Volunteering after to school at the 'Link to Hope' Warehouse helping to organise the Shoeboxes for delivery to Eastern Europe
- Taking part in the 'The World's Biggest Coffee Morning' for national charity Macmillan Cancer Support
- Donating Harvest items to local charity 'Worthing Churches Hornless Project'
- Inviting community and charity groups as well as elderly folk from nursing homes and sheltered accommodation to our annual festive celebration 'Carols for the Community'
- ENCOIRE! our student and staff fundraising talent show which raised funds for local charity the 'Queen Alexandra Hospital Home' (QAHH)
- Community Prefects volunteered to run stalls at the QAHH Summer Fayre and helped with their fundraising Fashion Show
- Enrichment Activity Days, students had the opportunity to visit local charities and organisations to see first-hand the worthy work they do
- Y9 Sponsored Walk which raised funds for the charities and organisations we visited during the Enrichment Days
- Supporting the Youth University Programme with 34 YU Leaders during the Saturday and holiday courses for 7-14 year olds

EXTRA-CURRICULAR ACTIVITIES

Every girl is encouraged to join in at least one club after school. Many interests are catered for. Residential, day and evening visits take place at home and abroad, such as language study weeks in France, Germany and Spain, local study visits, theatre visits and many more. Members of the choir, dance troupe and community band take part in concert tours abroad.

Davison students have access to a wide range of sporting and dance activities. They regularly win prizes in gymnastics competitions and our dancers annually showcase their work at the county 'Dancetime' finale event and beyond. It is the dedication of staff and their willingness to give of their own time which makes these opportunities possible and students develop many of their talents through their participation.

Ofted 2014 said:

'A very high proportion of students benefits from the excellent range of extra-curricular activities.'

DAVISON ABROAD

Today's technology allows us to explore and interact with our international world. We have the facilities and expertise to contact schools and businesses abroad. This is an exciting dimension in education. Students can email other students in countries such as Spain and Ghana, where we have developing links.

SCHOOL UNIFORM

School uniform engenders a sense of belonging and a smart uniform encourages a more mature approach to learning. Parents are asked to give full support to the school uniform policy. Please approach the school in confidence if you require financial support in obtaining uniform; a small supply of quality second-hand uniform is available from school.

All students are expected to be in full uniform each day. They may be removed from lessons and isolated if they are not wearing the correct uniform or if their hairstyle or colour is deemed inappropriate. Parents should check with the school before purchasing items if they are unsure of whether they are suitable. The Headteacher's decision is final.

Skirt: Navy blue, pleated, to be purchase only from official suppliers (First 4 Uniform or Broadwater Sports)

First 4 Uniform, 32 North Road, Lancing, West Sussex BN15 9AB

www.first4uniform.com

or

Broadwater Sports, 37 Broadwater Street West, Worthing BN14 9BY

www.schooljumpers.co.uk/schools

Jumper: Only the regulation school jumper is permitted from the above suppliers

Blouse: Plain white, three quarter-length sleeve with open necked collar that can be worn in or outside the skirt

T-shirts: Only plain white t-shirts or vests can be worn beneath school blouses

Tights: Plain black only. Leggings are not permitted.

Socks: Plain black only

Footwear: Formal black shoes only without high heels. Sandals, backless shoes, boots, plimsolls or canvas shoes, or black trainers are **not** acceptable

Coats: All students need a coat or jacket for the cold weather. Coats or jackets are not to be worn in lessons and are not a replacement for the school jumper. Hoodies and cardigans are not permitted.

Hair: Extreme styles of hair are unacceptable, hair colours must be natural. Students may be isolated if the style of hair or colour is seen as inappropriate. If you are unsure as to what is acceptable, please contact the school in advance of getting a haircut or colour. If it is shoulder length or longer, girls will be asked to tie it back in Science, DT and PE for health and safety reasons.

Jewellery: Jewellery is not permitted, except for a watch and one stud earring worn in each ear. As there are many occasions during the school day when girls will be required to remove all jewellery, it is very important that valuable items (both in terms of cost and sentiment) are left at home. Facial, other visible and stretch piercings are not allowed. Refusal to remove them may result in removal from lessons until compliance with this policy. If you are unsure as to what is acceptable please contact the school in advance.

Make-up: If worn, should be discreet. Nail varnish may be worn in Years 10 & 11 only. False/Gel nails are not permitted.

Red hat: A traditional part of the Davison uniform, this is worn when attending church or on some trips or when representing the school at events.

Religious

Observance: Headscarves/hijabs, head coverings should be plain navy only.

Davison PE Kit

Plain navy games skort: Optional embroidery with initials and surname of student.

PE jumper: The official school PE fleece – optional embroidery with initials and surname of student.

Both of these are available from the Uniform suppliers.

Red Short sleeved 'aertex' polo shirt: Must be embroidered with initials and surname of student.

Black leotard: Long or short sleeved permitted.

Black stirrup leggings: for dance, gymnastics and games.

Long red football type socks: for winter games and white ankle/ trainer socks for summer activities. **Shin pads and trainers.**

Optional kit: Plain navy blue, open bottomed tracksuit bottoms ~ only bottoms without logos or stripes etc. will be acceptable.

Davison have a selection of 'Pre[♥]loved' uniform which can be purchased by making an appointment via our email preloved@davison.w-sussex.sch.uk.

All items of kit must be clearly named and embroidery can be undertaken by the uniform suppliers if preferred.

School Bags

Books should be carried in suitable bags. Parents of students coming new to a senior school are often unaware of the amount their daughters need to carry to and from school. It is for this reason that we suggest students have a bag large enough to contain books, packed lunch, PE kit etc. comfortably.

All students are provided with a locker in or near their form room for the storage of books, etc. Your daughter will need a padlock to secure her locker.

Bicycles

Please ensure that if your daughter rides a bicycle to school it is roadworthy, able to be padlocked, etc. **We strongly advise that all cyclists wear high visibility clothing and helmets for safety.** Bicycles should not be ridden in the school grounds and should be locked in the cycle area.

Mobile Phones/Music players/personal technology

These may be brought into school at the student's own risk. Mobiles or Music players will be confiscated if seen being inappropriately used around the school. Handheld technology may only be used in the classroom if permission has been given by the teacher. **Please do not text or phone your daughter during lesson time.**

SCHOOL TIMES AND DAILY ROUTINES
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8.40am	Registration and Assembly/Colour Time
9.00-10.00	Lesson 1
10.00-11.00	Lesson 2
11.00-11.20	Break
11.20-12.20	Lesson 3
12.20-1.20	Lesson 4
1.20-2.00pm	Lunch
2.00-2.20	Registration and DEAR time
2.20-3.20	Lesson 5

Any student not in her form room at registration will be marked absent. It is the responsibility of the student who is late for registration (morning or afternoon) to register at the Student Services Office.

The School Time Table runs on a two week cycle.

SCHOOL TERM AND HOLIDAY DATES

Autumn Term 2017

Tuesday 5 September to Wednesday 20 December (inclusive)
Year 7 start school at 8.40am
Years 8, 9, 10 & 11 start school at 11am
Monday 4 September will be one of five Teacher Training Days

Half Term: Monday 23 October to Friday 27 October (inclusive)

Spring Term 2018

Thursday 4 January to Thursday 29 March (inclusive)

Half Term: Monday 12 February to Friday 16 February (inclusive)

Summer Term 2018

Monday 16 April to Tuesday 24 July (inclusive)
Monday 7 May is a Bank Holiday

Half Term: Monday 28 May to Friday 1 June (inclusive)

Autumn Term 2018

Tuesday 4 September to Wednesday 19 December (inclusive)
Year 7 start school at 8.40am
Years 8, 9, 10 & 11 start school at 11am
Monday 3 September will be one of five Teacher Training Days

Half Term: Monday 22 October to Friday 26 October (inclusive)

Spring Term 2019

Thursday 3 January to Friday 5 April (inclusive)

Half Term: Monday 18 February to Friday 22 February (inclusive)

Summer Term 2019

Tuesday 23 April to Tuesday 23 July (inclusive)
Monday 6 May is a Bank Holiday

Half Term: Monday 27 May to Friday 31 May (inclusive)

CURRICULUM ANALYSIS 2016/17

Lesson length is one hour. The time-table is spread over two weeks, giving 50 hours of lesson time.

	Davison Curriculum summary 2016/17					Lessons are per fortnight				
	Year 7		Year 8		Year 9		Year 10		Year 11	
	lessons	%	lessons	%	lessons	%	lessons	%	lessons	%
English	6	12	6	12	6	12	7	14	8	16
Maths	8	16	6	12	7	14	7	14	7	14
Science	6	12	6	12	6	12	10	20	10	20
Design Tec'	3	6	3	6	3	6		0		0
RS	2	4	2	4	2	4	5	10	4	8
MFL/Le	6	12	6	12	5	10		0		0
History	2	4	4	8	4	8		0		0
Geography	2	4	4	8	4	8		0		0
Art	2	4	2	4	2	4		0		0
Drama	2	4	1	2	1	2		0		0
Computing	2	4	2	4	2	4	1	2		0
PE	5	10	4	8	4	8	4	8	3	6
PD	2	4	2	4	2	4	1	2	2	4
Music	2	4	2	4	2	4		0		0
OPT A		0		0		0	5	10	4	8
OPT B		0		0		0	5	10	4	8
OPT C		0		0		0	5	10	4	8
OPT D		0		0		0	n/a		4	8
lessons	50	100	50	100	50	100	50	100	50	100

- PD – Personal Development/PSHE

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) OFFER

At Davison we welcome everyone into our community. Davison endeavours to make available inclusive provision to ensure that all girls, including those girls identified with Special Educational Needs and Disabilities (SEND), can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level, so that they may achieve their full potential.

Our Special Educational Needs Co-ordinator (SENCo) is **Ms Nicky Robertson**. We are committed to narrowing the attainment gap between SEND and non-SEND students and offer a range of personalised learning interventions/opportunities to support this. We are very proud of all our students and their achievements.

Does my child have a SEND?

A young person has Special Educational Needs or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them. If the impairment has a substantial and long term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

If your child is identified as having a SEND we will inform you and place them onto the SEND register. The SEND register is kept in school and enables our staff to access support strategies for individual students.

Students with a SEND are identified throughout the transition process through meetings with key staff at the previous educational setting. If an Educational, Health and Care Plan (EHCP) is in place the Local Educational Authority will be involved throughout the transition process. We offer a range of support during transition to help students become accustomed to the new faces and the change of environment before starting with us in September. An electronic transfer of student data occurs on the 1st September which includes a student's SEND status.

Soon after the students start at Davison we complete a range of diagnostic and baseline testing which allows us to identify students who require further intervention for literacy and numeracy or may have some learning needs in these areas.

If you are still concerned about your child's educational needs in the first instance please raise your concerns with your child's Form Tutor. If you still require further guidance contact the schools Special Educational Needs Coordinator (SENCo).

How will Davison support my child?

At Davison we use a graduated approach to meeting an individual student's needs.

For the majority of student's, quality first classroom teaching will fulfil their learning needs. Some students may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum in order to make progress. These students will not be on the SEND register.

Some students may require small group intervention from a member of the support team to bridge a learning gap or to develop strategies to overcome a particular need. They may also access some support from a LSA in lessons. Teachers will differentiate the curriculum on a regular basis as a usual way of working. These students will be identified on the register as School Support.

For a few students with more complex needs they may require more intensive and long term support in order to thrive at school. These students will have an Educational, Health and Care Plan (EHCP) which will set out clearly what provision the student needs to achieve at school. These students are also monitored by the local educational authority SEND team (West Sussex County Council).

Support and interventions offered

In class learning support assistant support
Differentiated teaching and learning
Numeracy Intervention
Literacy Intervention
Nurture Intervention
Handwriting group
Paired reading
Organisation Skills group
Social Skills groups
Speech, Language and Communication Skills
Healthy Body Healthy Mind Club
Homework Club
Breakfast/break time and Lunchtime club
English as an Additional Language (EAL) support
Mentoring

We hold regular training session on different areas of SEND and all staff have access to information and strategies to best help students with SEND.

How can I be involved?

At Davison we aim to work in cooperation with parents and students to create the best outcomes for individual students. For all parents of students at Davison we will invite you into school regularly throughout the academic year to discuss your child's progress. We encourage all parents to contact your daughter's Form Tutor or colour family Lead Tutor if you have any concerns in the first instance.

If your child is placed on the SEND register at School Support level we will invite you into school to meet with the SENCo or one of the Curriculum Support team to develop a Supporting Our Students (SOS) profile. This will take place every six months. We will explore the strengths and difficulties of your daughter together and develop strategies to achieve the best possible outcomes for your child at school. The SOS profile is shared with your daughter's teachers. We encourage all students on the SEND register to be involved with this process.

For a few students that have a EHCP in addition to the SOS profile review we also hold an Annual Review of the EHCP which is monitored by the Local Education Authority.

We endeavour to keep parents informed of any changes and adjustments to support arrangements when necessary.

In July we hold a celebration of achievement evening in the Curriculum Support department. This provides parents an opportunity to meet the curriculum support team in a more informal setting and celebrate the achievements made throughout the year.

Who can I talk to if I have any concerns?

If you have any concerns with regards to the SEND provision offered at Davison please do contact Ms Nicola Robertson (SENCo) on (01903) 233835 or email n.roberton@davison.w-sussex.sch.uk.

Supporting Disabled students at Davison

As a fully inclusive school, we make every effort to support every student in ways which meet their needs. Staff are made fully aware of any student with a disability of which we have been notified and support is given by the Curriculum Support Team to ensure that staff are equipped to deal with any matters which might arise as a result of the student's disability.

Following the building of our Modern Foreign Languages suite, opened in September 2007, all classrooms are now fully accessible to wheelchair users and there is a good availability of disabled toilets around the site. These were the main objectives of our existing Accessibility Plan which is available on our website: www.davison.w-sussex.sch.uk

HOMEWORK POLICY

Rationale

Homework tasks, completed at home, reinforce and extend what is learned in school. They are set for the following purposes:

- To encourage all students to develop the regular practice of independent study
- To promote thinking skills
- To promote perseverance and self-discipline
- To practise skills learnt in class
- To facilitate progress through enabling more work to be covered
- To enable students to use resources which may not be readily available in the classroom
- To facilitate the setting of differentiated tasks for individuals who may work faster or slower than others in the class

All homework tasks should

- Integrate with classwork
- Be tailored to fit individual learning needs
- Help students to learn independently
- Be regularly and constructively marked

How much time should be spent on homework each evening?

Year 7	- approximately 45 minutes of focussed effort
Year 8	- approximately 45 minutes of focused effort
Year 9	- approximately an hour
Year 10	- approximately an hour and a half
Year 11	- at least two hours*

All KS3 students should also undertake to read for 20 minutes each evening. Should they have less than the suggested amount of homework to do, they can supplement it with further reading.

** However, students taking GCSE exams should be prepared to spend additional time on revision and course work in order to gain the best possible results.*

The nature of homework tasks

- Preparation for a future lesson
- Learning or revising
- Illustrations, diagrams, graphs, maps or charts
- Project work
- Factual or imaginative writing
- Fact-finding or research
- Coursework
- Thinking

NOTE: At times homework will involve “routine” tasks, sometimes difficult ones. It will also include open-ended research or investigations which can develop a number of skills, such as gathering information, analysing sources, evaluating evidence and forming judgements. These are essential

preparation for later study. Project work, an important part of the GCSE course in most subjects, draws on and develops these skills and reflects the integrated nature of work done both inside and outside the classroom.

If, after a particular lesson, a homework task is not appropriate the time allocated should be spent learning, revising or developing ongoing tasks in the relevant subject.

Many GCSE assignments and major projects at Key Stage 3 require a lot of time spent out of the classroom. To some extent the grade a student ultimately achieves at GCSE will depend on the time and effort she puts in independently, developing her ideas to the full. Tasks cannot always conveniently be allocated for this; if students are building up good study habits they will use opportunities provided when other homework study commitments leave time available.

Whereas the LRC and ICT rooms may be used for study purposes at lunch times and after school, it is MOST unlikely that all tasks can be done during these times. If any student claims she can do all her tasks at school there is something wrong – she is not doing her best!

Failure to complete homework tasks:

Failure to complete homework without good reason will be addressed by the teacher and subject department concerned. It is likely that lunchtimes will be arranged for the work to be completed. In extreme cases, time after school will be insisted upon, to enable Subject Support to be offered to ensure the completion of work. Parent support will be sought.

<p>HOMEWORK ~ GUIDELINES FOR PARENTS</p>

We ask parents to support us in seeing that homework tasks are done conscientiously and in the best possible conditions. It is not desirable that students should attempt a whole evening's tasks in their form room at lunch time, as this usually leads to inadequate performance. Where there is a genuine need for a girl to do some work during the lunch hour she may use the Learning Resources Centre, which is set aside as a study area during this time. The LRC and school computers are also available for use after school.

We ask for your help too, in seeing that your daughter organises her time effectively in order to fit her homework commitments in with her other activities. It is particularly important that students quickly learn to meet deadlines for handing in work, as this has implications both for GCSE and for future work or studies.

Your daughter is asked to record all her homework tasks and the dates for completing it in her student planner. Please check and sign this regularly.

To assist your understanding of the work being required of your daughter, teaching staff will email you with information on the work to be completed.

Understandably some parents feel there is little they can do to help with work done at home but you can play a vital role in helping your daughter organise her time and commitments to ensure her work is done and in providing a suitable environment for study. Besides this, there are many ways in which you can help:-

- by encouraging and supporting your daughter;
- checking presentation of written work, handwriting and spelling;
- testing what has been set to be learnt;
- listening to her reading what she has written;
- asking her to explain what she is studying.

These are all ways of helping your daughter to appreciate the importance of homework, to look afresh at the work she has done and so identify and correct for herself mistakes or areas of misunderstanding.

Of course students work at different speeds and so tasks will take longer for some than others. Occasionally some students spend too much time on homework and suffer anxiety because of it. Should there be any repeated problems over your daughter's work we encourage you to get in touch with her form Tutor or Subject Teacher. Similarly, we will contact you if we feel there are frequent problems over your daughter's completion of work that you can help resolve.

Student Planners

The student planner enables students to record homework tasks given and serves as an essential record of achievements, targets and attendance. It is also a useful means of communication between home and school.

SCHOOL POLICY ON ATTENDANCE

Aims:

Davison CE High School for Girls is committed to providing a full and efficient education for all students. We believe that students benefit enormously from the education and the activities that the school provides. Therefore, regular school attendance is important to fulfil these benefits.

To this end we will do all we can to ensure that all students at Davison attend school to their fullest and that any problems that impede full attendance are identified and acted upon.

Expectation:

We expect the following from all students:

- that they will attend school regularly
- that they will arrive at school on time and be appropriately prepared for their day
- that they will inform a member of staff of any problem that may prevent them attending school

We expect the following from parents/carers:

- to positively encourage their daughter to attend school
- to ensure that they contact school by telephone before 9.15 am whenever their daughter is unable to attend school
- to ensure that their daughter arrives in school prepared for their day and to check that personal study tasks have been completed as required
- to contact the school whenever any problem occurs that may keep their daughter away from school - all contact will be in confidence
- to arrange non-urgent appointments (e.g. doctor, dentist) out of school hours
- to arrange family holidays out of school time. Any leave of absence may be granted only in exceptional circumstances acceptable to the school. These do NOT include family holidays. Family holidays taken without the Headteacher's permission will be coded as unauthorised absence. Unauthorised absence exceeding the limits set by present legislation may result in parents incurring fixed penalty fines.

All parents, carers and students can expect the following from the school:

- Regular and efficient monitoring of attendance. This categorises attendance into either **Blue** (above 98.3), **Green** (between 95 and 98.2 inclusive), **Amber** (between 90 and 94.9) or **Red** (less than 90). Blue represents outstanding attendance, Green is good, Amber requires improvement and Red is deemed to be unsatisfactory attendance and will be referred to the Education Welfare Officer.
- Immediate action on any problem notified to us
- Encouragement of good attendance
- Quality education

EXAMINATION SUCCESS 2017

Davison students achieve very highly and continue to improve, against a background of lower national results in core subjects.

77% of the year group gained 5+ A*-C grades

70% gained 4+ grades (Standard Pass) in English and Mathematics

54% gained 5+ grades (Strong Pass) in English and Mathematics

29% of the year group gained A*-A grades

32 students gained 8+ A*-A grades, with 18 gaining 10+ A*-A grades.

High performing subjects (percentage A*-C score in brackets) include:

Art & Design (96), Art and Design Textiles (92), Biology (98), Chemistry (98), Citizenship (79), Creative Writing AS (100), Dance (100), D & T textiles Technology (86), English Language (85), English Literature (85), Geography (84), History (80), ICT (82), Music (82), Physics (98), Physical Education (91), Religious Studies (85) Sport BTEC (100) and Statistics (100).

Science continued their improvements on last year with 68 gaining 2 A*-C GCSE grades in Science.

SUMMARY OF GCSE RESULTS 2017

Number of students on roll aged 15+ = 253

STUDENTS as percentage of roll	Entered for 5+ GCSE	Achieving 5+ A*-C	Achieving 4+ Eng & Maths	Achieving 5+ A*-G	Entered for 1+ GCSE	Achieving 1+ A*-G
School	253	175	70	99	100	99

SUMMARY OF GCSE RESULTS 2016

Number of students on roll aged 15+ = 247

STUDENTS as percentage of roll	Entered for 5+ GCSE	Achieving 5+ A*-C	Achieving 5+A*-C Incl Eng & Maths	Achieving 5+ A*-G	Entered for 1+ GCSE	Achieving 1+ A*-G
School	244	183	66	95	99	99

SAFEGUARDING

Davison CE High School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All staff, volunteers and regular visitors to Davison are subject to enhanced Disclosure and Barring Service (DBS) clearance, evidence of identity, qualifications and satisfactory references.

DAVISON CARE CHARTER

For Students

We aim to give you the best possible care in all aspects of school life.

We offer you:

- The highest standard of education
- A wide range of courses with as much choice as possible
- An extensive variety of clubs, extra classes and educational visits

Remember, your Form Tutor is always there to help you – no matter what the problem.

For Parents

Davison will ensure that your daughter will receive the highest possible standard of education.

Our Prospectus is an information document which not only describes the wealth of opportunities on offer to all students but also celebrates Davison achievements. You will receive regular information about the school's activities via the Parent Bulletin.

You will receive half termly progress reports and a detailed annual written report to help you keep track of your daughter's progress. Consultation evenings provide a chance for parents, students and teachers to discuss progress.

The school is inspected by the Office for Standards in Education (Ofsted). A copy of the most recent report is available on request and on our website.

Parents are fully represented on the Governing Body and all parents automatically become members of the Friends of Davison School.

We actively seek your suggestions for improvement. The school office is open during school hours to deal with any queries or give information.

Please visit our school website for further information and school policies
www.davison.w-sussex.sch.uk