

# Danby Church of England Voluntary Aided School

**Address:** Ainthorpe Lane, Danby, Whitby, North Yorkshire, YO21 2NG

**Unique reference number (URN):** 121486

## Inspection report: 6 May 2026

Exceptional	
Strong standard	● ● ● ● ● ●
Expected standard	●
Needs attention	
Urgent improvement	

### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Attendance and behaviour

Strong standard ●

Leaders have established positive relationships with parents and carers. Pupils enjoy coming to school. Pupils, parents and carers feel a sense of belonging at the school. As a result of these positive relationships attendance at the school, including for pupils with special educational needs and/or disabilities, and those who are disadvantaged, is high and has been improving over time. When necessary, leaders quickly identify any barriers to attendance. Bespoke support is put in place for these pupils and their families. This support is effective in helping them to improve their attendance.

Pupils' behaviour is excellent across the school. Pupils are respectful to each other and to adults. They play harmoniously together at break time. Older pupils act as role models. They support younger pupils with activities at break time, for example building a 'bug hotel'. Pupils act with maturity and can independently resolve minor disagreements. In classrooms pupils display an eagerness to learn. Bullying or discrimination very rarely happens. If it does happen, pupils are confident that it would be dealt with swiftly and effectively. Leaders have developed a clear behaviour system which includes consequences and rewards. Pupils and staff understand this approach. It is consistently implemented by staff.

### Curriculum and teaching

Strong standard ●

Leaders have expertly planned the curriculum to account for mixed age group teaching. The different end points for different age groups are clearly identified. Teachers are highly effective at adapting the work and their delivery to meet the needs of the pupils, including those with special educational needs and/or disabilities (SEND). Teachers consistently choose the best activities to deliver the curriculum. Teachers constantly check pupils' understanding by circulating the classroom and speaking to individual pupils. This allows them to quickly address any misconceptions. Leaders forensically track pupils' progress to identify any gaps in foundational skills and knowledge. When gaps are identified, pupils receive effective support to catch up with their peers.

Leaders have an in depth knowledge of the curriculum. When necessary, they adapt and evolve the curriculum. For example, the mathematics curriculum has been changed since the previous inspection. There is a renewed focus on problem solving and reasoning. As a result of this focus pupils can now better apply their mathematical skills to problem solving activities. Staff are highly effective at adapting the curriculum so that pupils with SEND and those who are disadvantaged can successfully access the learning.

### Early years

Strong standard ●

The provision for early years is as precisely planned as the rest of the curriculum. Leaders place a sharp focus on vocabulary and language development. Staff adapt the curriculum daily in response to children's needs and progress. Teaching is highly effective. All staff in the early years receive high-quality training. Consequently, staff use every opportunity to extend learning during activities outside of formal lessons. For example, staff extend children's phonics knowledge when taking part in unstructured reading in the reading shed.

Warm, respectful relationships help children feel safe, valued and included. This creates a strong sense of belonging across the setting. As a result, children settle quickly, engage positively with others, and show increasing independence and resilience throughout Reception. Children can concentrate for extended periods and are happy to share and take turns. They follow clearly embedded routines. All statutory care requirements are met.

Throughout the Reception Year children quickly develop the foundational skills they need. Phonics is delivered consistently and following the scheme closely. Children develop their knowledge across all 7 areas of learning. They are very well prepared for Year 1.

## **Inclusion**

**Strong standard** ●

This is a highly inclusive school. Parents, carers, and pupils comment about the nurturing and caring culture at the school. They recognise that this is what underpins the high-quality education and support that it offers.

Leaders quickly and accurately identify any pupils who may have additional needs. This work starts before children transition into Reception. Staff receive high levels of training to enable them to support these pupils in the classroom. Leaders identify individual targets for each pupil with special educational needs and/or disabilities (SEND). Support in classrooms is tailored to help pupils achieve these targets. Pupils' progress towards these targets is regularly reviewed. If necessary, the support pupils receive is quickly and skilfully adapted. As a result of the consistent implementation of this process pupils with SEND make good progress from their starting points.

Leaders effectively provide support for pupils from disadvantaged backgrounds. They monitor the provision carefully so that they can adapt any interventions. Close monitoring helps staff know each pupil individually. Support for these pupils is tailored to their individual needs and aspirations. As a result, they are thriving at the school.

## **Leadership and governance**

**Strong standard** ●

Leaders have created an inclusive, nurturing and caring culture at the school. The Christian ethos and the school values of trust, friendship and respect are at the heart of this culture. Leaders model high expectations and professionalism. All decisions made are in the best interest of pupils, especially the most vulnerable.

Leaders know the school extremely well, including its strengths, context and areas for improvement. Those responsible for governance have a forensic knowledge of the school. Governors help set the strategic direction of the school. They challenge and support leaders where appropriate. As a result, leaders quickly highlight the correct priorities for improvement and take meaningful action in response. For example, the writing curriculum has recently been rewritten to better meet the needs of the pupils. Alongside this strategic oversight, governors ensure that they meet their statutory responsibilities.

Staff are proud to work at the school. They feel well supported by leaders. Leaders consider workload and wellbeing in their decision making. Staff have access to a high-quality and well-considered programme of professional development. This programme is tightly linked to the school's improvement priorities.

The school collaborates with other schools and agencies. For example, the school has worked closely with local providers to improve the quality of the mathematics curriculum. This spirit of partnership extends to the home. Parental engagement is high and the school sits at the heart of its local community. Parents are overwhelmingly positive about the quality of education and support offered.

## Personal development and wellbeing

Strong standard 

The programme of personal development is well designed and sequenced building progressively from the start of Reception to the end of Year 6. The curriculum is carefully tailored to the context of the school. Leaders are aware that some pupils do not meet a diverse range of people and cultures. In response, leaders have set up links with a diversity centre in Newcastle. This partnership brings visitors from a range of backgrounds and beliefs into the school to share their culture. Pupils develop a detailed understanding of topics such as fundamental British values. Older pupils can debate respect, diversity and tolerance. These experiences help to prepare pupils for life beyond school and the local area. They foster a culture of tolerance and respect throughout the school.

Pupils develop age-appropriate relationships education. They understand consent and what the characteristics of positive and negative relationships are. Pupils have a thorough understanding of how to stay safe online. They learn about mental health and know how to keep a 'happy mind'.

Pupil leaders play an active role in school and community life. Pupils sit in mixed-aged groups at lunchtimes. The older pupils take on the role of head servers. Sports leaders lead games and activities for younger children. The older pupils represent the school at community events such as the parish lunch. These experiences help to develop pupils' independence and create a sense of community and belonging within the school.

Pastoral support is well targeted, particularly for pupils with special educational needs and/or disabilities (SEND), and those who are disadvantaged. This ensures that barriers to participation in school life and wellbeing are reduced effectively. Pupils with SEND and those who are disadvantaged are fully included in the personal development offer.

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## Expected standard

### Achievement

Expected standard 

Pupils, including those with special educational needs and/or disabilities, and those who are disadvantaged, typically achieve well at the school. They achieve particularly well with their reading and writing in end of key stage 2 assessments. Historically, pupils do not achieve as well in mathematics as they do in reading and writing. Leaders have responded to this by making changes to the mathematics curriculum. The full impact of these changes is yet to be seen in published outcomes. Work in pupils' books and pupils recall of knowledge shows that pupils' achievement in mathematics is improving.

Children make an excellent start in the early years and quickly develop essential skills. This focus on essential skills continues throughout the school. By mastering these foundations, they gain the academic depth required to succeed in their future learning. Consequently, pupils are well prepared for their next steps.

## **What it's like to be a pupil at this school**

Pupils enjoy coming to school here. The caring ethos runs throughout the school. Pupils live out the school's values of trust, friendship and respect on a daily basis. They feel safe here and enjoy spending time with their friends. Pupils build positive relationships with the staff. They have trusted adults to speak to if they have any concerns. Parents and carers are overwhelmingly positive about the education the school provides. They specifically comment on the warm and welcoming environment and how much the staff care about the pupils.

Pupils and children in the early years access a meticulously planned curriculum. High-quality work in books demonstrates that pupils achieve well and build their knowledge over time. Pupils are very well prepared for their next steps. In the early years, children quickly develop the foundational skills they need. They are well prepared for Year 1. Children and pupils benefit from a meticulously planned curriculum. Pupils with barriers to their learning are well supported. As a result, they enjoy learning.

Pupils' behaviour is excellent across the school in lessons and at social times. Mixed age groups play football together at break time. Pupils can independently resolve minor conflicts. Bullying is extremely rare at the school. Older pupils act as role models by supporting younger pupils with their reading. Pupils attend well and their attendance is improving over time.

Pupils access a personal development offer that is tailored to their needs. They have a range of opportunities to develop their talents and interests. The artist in residence leads enrichment activities. Pupils represent the school in sporting competitions and activities throughout the school year. They attend numerous trips including to the theatre and to various museums.

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## **Next steps**

- Leaders should continue their work to ensure that the changes to the mathematics curriculum lead to an improvement in pupils' achievement in mathematics.

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## **About this inspection**

The school is part of a federation called St Hilda's Moorland Federation. The headteacher has responsibility for one other school.

The chair of the board of governors in this school is Matthew White.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the chair of governors and five other members of the governing body.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school is part of the Diocese of York. The school last received a Statutory Inspection of Anglican and Methodist Schools report in February 2026.

The school uses no alternative provision.

Headteacher : Elisabeth Orland

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**Lead inspector:**


Chris Sergeant, His Majesty's Inspector

**Team inspector:**

Lisa Ponter, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 6 May 2026

## School and pupil context

### Total pupils

**46**

Well below average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### **School capacity**

**70**

Well below average

#### **What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**10.87%**

Below average

#### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**0.00%**

Well below average

#### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**10.87%**

Below average

#### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## Location deprivation

### Well below average

#### What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## Resourced Provision or SEND Unit (if applicable)

### No resourced provision

#### What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	61%	Close to average
2024/25 (final)	57%	62%	Close to average
2023/24 (final)	S	61%	S
2022/23 (final)	S	60%	S

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	77%	74%	Close to average
<b>2024/25 (final)</b>	86%	75%	Above
<b>2023/24 (final)</b>	S	74%	S
<b>2022/23 (final)</b>	S	73%	S

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	85%	72%	Above
<b>2024/25 (final)</b>	86%	72%	Above
<b>2023/24 (final)</b>	S	72%	S
<b>2022/23 (final)</b>	S	71%	S

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	62%	73%	Below
<b>2024/25 (final)</b>	57%	74%	Below
<b>2023/24 (final)</b>	S	73%	S
<b>2022/23 (final)</b>	S	73%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25		47%	
2023/24		46%	
2022/23 (final)	S	44%	S

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25		63%	
2023/24		62%	
2022/23 (final)	S	60%	S

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		59%	
<b>2024/25</b>		59%	
<b>2023/24</b>		58%	
<b>2022/23 (final)</b>	S	58%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>		60%	
<b>2024/25</b>		61%	
<b>2023/24</b>		59%	
<b>2022/23 (final)</b>	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

### **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		68%	
<b>2024/25</b>		69%	
<b>2023/24</b>		67%	
<b>2022/23 (final)</b>	S	66%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		80%	
<b>2024/25</b>		81%	
<b>2023/24</b>		80%	
<b>2022/23 (final)</b>	S	78%	S

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>		78%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25		78%	
2023/24		78%	
2022/23 (final)	S	77%	S

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25		81%	
2023/24		79%	
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average

Year	This school	National average	Compared with national average
2022/23 (3 term)	7.8%	5.9%	Above

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	12.2%	13.0%	Close to average
2023/24 (3 term)	15.4%	14.6%	Close to average
2022/23 (3 term)	23.7%	16.2%	Above

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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