

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

### Danby Church of England (VA) Primary School

#### Vision

Inspire learning and help children to achieve their potential in a caring, happy and distinctly Christian family.

“I have come that they may have life, and have it to the full.” John 10:10

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

#### Notable Strengths

- Leaders demonstrate a wholehearted commitment to ensuring that their distinctly Christian vision is intrinsic to the life of the school. Inspirational leadership fosters an environment where pupils and adults flourish.
- Trust, friendship and respect are deeply embedded in relationships throughout the school community. This nurturing supports pupils and adults to feel genuinely welcomed, valued and celebrated in a ‘caring, happy and distinctly Christian family’.
- Worship is a significant and central part of school life. It is very well supported by local clergy. This enriches the spiritual life of school.
- The religious education (RE) curriculum is thoughtfully designed to promote rich and meaningful learning about a range of religions and world views. It offers a safe space for pupils to think and reflect.
- The school’s Christian vision drives an innovative and bespoke curriculum. Pupils benefit from a rich variety of opportunities for reflection. A shared approach to spirituality enables meaningful moments for spiritual development to emerge, both spontaneously and through planned activities.

#### Development Points

- Expand pupils’ understanding of injustice and inequality. This is so they can take greater ownership in challenging injustice and promoting equity on a wider scale.



## Inspection Findings

### Vision and Leadership

Danby is a loving and caring village school where everyone is welcomed and nurtured to achieve their very best. Inspirational leaders create a Christian vision that is right for the local context. This weaves throughout school life and as a result, pupils and adults are 'inspired to achieve their potential'. Pupils understand their vision well and value the way it supports their learning and behaviour. Leaders, including governors are unequivocal in their belief that the vision is vital to everything. They ensure that it drives strategic decisions and policies and is the starting point for areas of school development. Governors know their school well through a creative and practical range of monitoring activities. They take time to review and reflect on the impact of the vision during meetings. As a result, they understand the effect that the vision is having on Danby's success as a Church school. This is further enhanced by deep-seated links with the diocese. This small school benefits from its partnership with another small school within the Moorland Federation. Shared staffing, leadership and resources all contribute to the opportunities for both pupils and staff.

### Vision and Curriculum

The vision weaves throughout the curriculum and is designed to broaden the world for pupils from this small rural school. Leaders are passionate about raising aspirations and enabling pupils to achieve well. Bespoke support for pupils with additional needs enables them to learn alongside their peers. The curriculum is designed to ensure that pupils are equipped with the skills they need to succeed in life. Great emphasis is placed upon pupils' social, emotional and spiritual development, and as a result, they are **confident**, enthusiastic and reflective learners. Through their learning, pupils gain an understanding of the diverse world in which they live. Carefully chosen texts, resources, images and artwork enable them to explore life beyond Danby. The school grounds and regular forest school sessions enhance and inspire pupils' learning. As do joint curriculum days with the other school in the federation and partnership with the National Parks. Time is taken to celebrate spontaneous moments for awe and wonder. This, along with the school's planned opportunities for spirituality across the curriculum, supports pupils' spiritual development and their appreciation of the 'wonders and mysteries of life'.

### Worship and Spirituality

Worship at Danby is a joyous and reflective daily coming together of the school family. It is a time for reflecting on the school's vision and values. These are often linked to Bible stories which pupils know and understand well. Meaningful moments, including music and videos, enable pupils to consider the diverse world in which they live. Invitational prayer and reflection are pivotal in enhancing spirituality. Younger pupils can often be found in their 'reflection shed', writing prayers, reflecting on the messages from worship or simply having a moment of quiet. Older pupils are actively involved in planning and leading daily acts of worship. These opportunities support spiritual flourishing through deepening engagement and building confidence, whilst inspiring those around them. As a result, both staff and pupils are keen to take away key messages and apply them to their daily lives. The school is well supported by a team of local clergy who regularly lead worship both in school and church. This enhances the breadth of experiences on offer for adults, pupils and their families.

### Vision and School Culture

Reflecting their vision, Danby is built on positive relationships and friendship underpinned by forgiveness, which results in a congenial and caring school community. Leaders, including governors, act with compassion, ensuring that staff feel valued through simple kind deeds and regular check-ins. There is an overriding belief that 'family comes first' and staff value the care that is shown to them by leaders and colleagues. They appreciate the support and training that they are given for their roles and value the trust that is placed in them. Staff benefit from working across the federation, this supports workload and develops skills. Mental health and wellbeing are given high priority. Governors reflect on it at every meeting and want the very best for their staff



in school. Adults model school values, enabling pupils to build trusting and respectful relationships. Thus, pupils understand the importance of respecting difference and how to promote fairness across the school through their 'Christian Code of Conduct'. Staff make pupils feel valued for every small step of success. In turn, pupils support each other and play and learn together harmoniously. Parents and carers value the care that is shown to their children and how staff work proactively with families, especially through difficult times. Consequently, this supports pupils and adults, to live 'life in all its fullness'.

#### Vision, Justice and Responsibility

Inspired by their vision and associated values, pupils demonstrate an understanding of justice and responsibility. Their 'Christian Code of Conduct' supports them in their positive relationships with each other. They consider what is just and how some things may be considered as unjust. This is underpinned by respect and forgiveness. Many opportunities are offered through the curriculum to enable pupils to explore the effects of justice and injustice. Consequently, they have a clear understanding of what is right and what is wrong. Pupils are passionate about caring for God's world. This prompted action, when they organised a village litter pick to clear up the area and protect local wildlife. They regularly raise money for charities and are keen to help people they consider to be less fortunate than themselves. As result, pupils at Danby are becoming proactive in supporting their local community and understand the difference they can make. However, they have the capacity to take greater ownership and to make a difference on a wider scale.

#### Religious Education

RE is led with confidence and expertise. Leaders ensure that it has a high profile and is given appropriate time and priority. Leaders draw on diocesan training and networks to support staff who teach the subject. This has shaped a curriculum that is well planned, inclusive and reflects the needs of the school community, including the mixed age classes. Changes were made to support pupils to gain a richer understanding of a wider range of religions and worldviews because of the rural community in which they live. They enjoy RE and the variety of creative tasks on offer including debate, drama, art and visits to virtual places of worship. They learn through structured lessons that build knowledge over time. They value the opportunity to explore 'big questions,' which encourage them to think more deeply about the beliefs of others. Consequently, pupils make connections within faiths and compare worldviews. This secures an understanding of a range of religions, including a developing knowledge of Christianity as a global faith. This is enabling pupils to begin to understand the impact of belief on the way people live.

Teaching of RE is strong across the school, this enables pupils to achieve well. Governors regularly monitor the impact that this is having on pupil progress. Leaders delegate substantial time to ensuring that teachers are kept up to date with new developments in the subject. Assessment systems are well embedded. Staff regularly look together at books from all year groups. This allows teachers to ensure that pupils are making effective progress in their learning.

## Information

Address	Ainthorpe Lane, Danby, YO21 2NG		
Date	02 February 2026	URN	121486
Type of school	Voluntary aided	No. of pupils	44
Diocese	York		
Federation	St Hilda's Moorland Federation		
Headteacher	Liz Orland		
Chair of Governors	Matthew White		
Inspector	Sue Thackray		