

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Dunnington Church of England Primary School

Vision

Growing and learning together to be the best that we can be, in an environment based on Christian Values
Responsibility, Enjoyment, Security, Politeness, Effort, Care, Tolerance.

R.E.S.P.E.C.T.

Dunnington Church of England Primary School is a place where we encourage children to develop enquiring minds, a lifelong love of learning and a respect for one another and the world in which they live.

It is rooted theologically in Proverbs 22:6, 'Start children off in the way they should go and even when they are old, they will not turn from it.' and 1 Peter 3:8, 'Be sympathetic, love one another, be compassionate and humble.'

Dunnington 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

- The Christian vision is at the heart of the school. It enriches daily life; guides decision making and inspires the drive for ongoing development as a Church school.
- The school is an inclusive and caring community where everyone is valued. This drives the work of leaders, including governors and trustees, to support pupils and adults to flourish.
- There is a well-developed and clearly articulated understanding of spirituality. This encourages pupils and adults, regardless of their beliefs, to reflect upon life's experiences and questions.
- Collective worship is valued as important by both pupils and adults and supports their spiritual growth. It is a time of togetherness, peace and thoughtfulness and has a positive impact on the life of the school and individuals.
- Pupils have a strong sense of their responsibility for each other and live out the school values. They demonstrate politeness, tolerance and respect, enthusiastically caring for and serving other people.

Development Points

- Identify and utilise opportunities for spiritual development across the curriculum in order to deepen the spiritual flourishing of pupils.
- Extend opportunities for pupils to consolidate their knowledge and understanding in religious education (RE). This is to enhance pupils' recall of their learning about religions and worldviews.



Inspection Findings

Vision and Leadership

The school's vision has evolved effectively over time to meet the changing needs of its community. This is driven by committed leaders, with the support of the whole school community. As a result, the Christian vision is securely embedded in school life and strongly influences decision making and practice. Pupils articulate the vision confidently and explain how it shapes their behaviour and attitudes. Leaders and staff apply the vision and the biblical ideas that support it to guide their daily work. The vision also drives their ongoing efforts to further develop and improve the school's offer to pupils and families. Leaders use robust processes to evaluate the impact of the vision on school effectiveness. Governors support this through their regular engagement with the school and with leaders. Strong partnerships with the Yorkshire Learning Trust and the diocese enhance the school's development work, providing supportive challenge and valuable expertise.

Vision and School Culture

The concept of togetherness, expressed within the vision, powerfully shapes how the school community functions. This sense of unity enables the school to thrive each day and to overcome significant challenges when they arise. Pupils show pride in the school and demonstrate care for friends and other pupils. This is shown beautifully at social times, following the school's development work on its use of outdoor spaces. During these times, pupils of different ages interact naturally together, enjoying this engagement and strengthening relationships across the school. Pupils are comfortable with the idea that some will need more help or different support, and love celebrating the success of others. They know that they matter to adults and appreciate the care they receive. Staff form a close-knit team and support each other professionally and personally. They shared examples that demonstrate the impact of these relationships on their flourishing in school, even when faced with challenges. Staff appreciate their opportunities for professional development through training and career progression. This strengthens the staff team and the school's capacity to fulfil its vision. Leaders are consistently committed to supporting the mental health and wellbeing of adults and pupils in practical ways. The trust's vision and values support this aspirational and inclusive school culture.

Vision and Curriculum

Leaders have a strong understanding of pupils' needs. Working with staff and inspired by the vision, they have created an ambitious curriculum designed to support their development. This enables pupils to achieve well academically and broadens their understanding of the world beyond their village. Leaders and staff share a clear determination to be thoroughly inclusive. This is evident in daily adaptations that meet individual needs, helping pupils to flourish and feel that they belong. Parents, particularly those of pupils with additional needs, recognise and greatly value this care and attention. The school provides a range of extracurricular activities that satisfy and encourage pupils' diverse interests. Staff have begun to identify opportunities for spiritual development throughout the curriculum, but this work is at an early stage.

Religious Education

The school recognises the importance of RE. The RE curriculum is carefully designed, covering a wide range of religions and worldviews. This broadens pupils' understanding of the world and encourages respect for diverse beliefs and practices, in line with the vision. Expertise from the diocese supports the development of RE, such as adaptations to the curriculum in response to changes in class structure. The result is well-structured, well-sequenced learning. Many pupils enjoy the subject, particularly when lessons are active and creative. However, the recall of learning is inconsistent. Leaders provide clear planning and guidance to ensure lessons are varied and challenging for pupils, including in mixed-age classes. A published Christian-themed resource supports pupils' learning about Christianity, supplemented with additional materials that show Christianity as a global faith. A range of other resources develops understanding of the additional religions and worldviews covered.



Monitoring, feedback and support by leaders enables staff to develop their confidence and effectiveness in teaching RE.

Worship and Spirituality

Through research and with support from the diocese, the school has developed a clear way of talking about spirituality. This is shared effectively across the school community. Pupils use this language to demonstrate their understanding of the concept, particularly that spirituality can be personal and not visible to others. Pupils and adults recognise the central part that daily collective worship plays in the life of the school. Regardless of beliefs, they appreciate the sense of togetherness that it brings and its challenge to think about big ideas. Singing helps pupils and adults experience this togetherness, and worship also includes times of reflection, learning and prayer. The result is varied and meaningful worship that is thoughtfully planned to be accessible to all. The close partnership with the local church contributes to the strength and breadth of worship. Sessions led by clergy and others from the church are carefully integrated into the weekly pattern of worship. As a result, pupils and adults enjoy worship as a time for spiritual connection and growth.

Vision, Justice and Responsibility

Through collective worship and the curriculum, pupils deepen their understanding of justice and how to address injustice. The school's vision and values establish a culture in which pupils understand the impact of their behaviour on others. They take this responsibility seriously and see it as the foundation of the school's consistently good behaviour. Pupils value the opportunities for taking on responsible roles, such as being prefects and leading collective worship. They understand these roles as acts of service to the school community. This connects them to other school activities serving the wider community. Examples of these include singing for older parishioners and raising funds for charities chosen by the pupils. Parents appreciate the values at the heart of the school and how it encourages pupils to live by these. Consequently, pupils develop as positive citizens, who demonstrate responsibility to others and the needs of the world.

Information

Address	Pear Tree Lane, Dunnington, North Yorkshire, YO19 5QG		
Date	26 November 2025	URN	144713
Type of school	Academy	No. of pupils	170
Diocese	York		
MAT	Yorkshire Learning Trust		
MAT Chair	Nick Sheppard		
Headteacher	Clare Thompson		
Chair of Governors	Kevin Hall		
Inspector	Rupert Madeley		