

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Swaffham Church of England Primary Academy

Vision

Our vision is to inspire children, their families and our staff to shine, learn, believe and belong so our children achieve their very best, leaving us as confident, happy, resilient learners.

'So, I say to you: ask and it will be given to you; seek and you will find; knock and the door will be opened to you. For everyone who asks receives; the one who seeks finds; and to the one who knocks, the door will be opened.' Luke 11:9-10

Swaffham Church of England Academy 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 school's Christian vision is clearly expressed and has been carefully crafted to reflect the needs of the community. It pervades through the life of the school, enabling pupils to flourish.
- The Christian vision underpins careful planning and support for pupils, including those who are vulnerable. This ensures they can access the curriculum and achieve their best.
- There is a rich provision for mental health and wellbeing. Consequently, members of the school community feel valued and supported to achieve their unique potential.
- The school's collective worship is reflective of the school's vision. This has a positive impact upon the spiritual lives of both pupils and adults.
- The well-structured religious education (RE) curriculum is creative and engaging. It builds on prior knowledge and is carefully planned so it is relevant. This impacts positively on pupils' confidence when talking about their learning.

Development Points

- To develop a shared understanding of spirituality. This is to deepen pupil awareness of the awe and wonder in the world around them.
- To develop pupils' ability to use their knowledge of justice and responsibility. This is in order that they can understand how their actions affect their local community in a positive way.
- Provide opportunities for pupils to develop their understanding of Christianity as a worldwide faith. This is to allow them to appreciate the diversity of Christian beliefs and practices.



Inspection Findings

Vision and Leadership

Swaffham Church of England Primary Academy's (SPA) Christian vision is biblically rooted. It is relevant to the school's context within a rural market town. The vision aligns with that of the Diocese of Norwich Education and Academies Trust (DNEAT). They share a commitment to provide the conditions for pupils and adults to grow in mind, body and spirit. Consequently, DNEAT and governors make bold, courageous and aspirational decisions, which ensure the vision is lived out daily. For example, the opening of a nursery and the provision of wraparound care with before and after school provision. SPA is a school in which pupils can achieve of their best, regardless of their starting point. This is aided by their sense of belonging and cemented by mutual respect, which enables adults and pupils to flourish. There is a robust trust and governing body system of monitoring and evaluation. Decisions are therefore made in consideration of their shared Christian values. These ensure that the school's Christian vision is fulfilled. Leaders and staff consistently model expected behaviours daily. This provides a powerful template for pupils to emulate.

Vision and Curriculum

The curriculum is well planned and echoes the school's Christian vision. It is underpinned by four relevant world issues - conservation, culture, conflict and communication. For example, under conservation, Year 1 learn about 'Light up the world' whilst Year 6 study global warming. This progressive structure is complimented by frequent revisiting of previous learning. This allows pupils to make accelerated progress and to build links between subjects and themes. Barriers to participation are understood and overcome. Consequently, pupils thrive. Staff know their pupils well and assessment is used effectively to identify vulnerable pupils. Across the curriculum there is bespoke provision tailored to needs. This is particularly so for those considered to have special educational needs and/or deemed to have a disability (SEND). This results in pupils being able to achieve their best. A variety of outside agencies further support pupils in their learning journey. For example, the Local Authority and Educational Psychologists. They develop pupils resilience, confidence and readiness to learn by addressing social and emotional barriers. There are several extra-curricular activities for pupils to attend. These enrich the life of pupils offering opportunities to grow and develop.

Worship and Spirituality

Collective worship is welcoming and inclusive, exemplifying the principles of Christian hospitality. This is enhanced by its variety: singing, music, news in pictures, moments of quiet reflection, stillness and prayer. Consequently, it encourages participation and thoughtfulness of each other and the world around. Bible stories are chosen from the half-termly theme linked to the school's vision and related to everyday experiences. These stories help pupils internalise values that guide personal growth and encourage empathy. Pupils actively contribute by reading, lighting worship candles and writing prayers. This increases their understanding of the teachings of Jesus and grows their confidence. The relationship between the school and two local churches is strong. Incumbents lead worship every Tuesday. These occasions are especially inspirational and impact on pupils making choices that enhance the lives of others. The school has begun developing their understanding of spirituality. However, pupils are unable to articulate a sense of awe about the wonder of the world around them. This limits the ability of pupils to reflect more profoundly. Friday's assembly, to which governors are invited, is a celebration of pupils' achievements and actions. These highlight the importance that pupils and staff attach to living out the school's values.

Vision and School Culture

The school's Christian vision is enacted by the way things are done. This is called the 'SPA' way. As a result, staff explicitly teach, model, expect and celebrate this shared way of being. It is characterised by routines built around the values of 'ready, respectful and safe'. Pupils understand and can articulate what these mean. Consequently, a



culture exists that promotes academic achievement, equality, dignity and belonging. Expectations regarding pupils' behaviour are high and occurrences of inappropriate actions are swiftly dealt with. The school uses 'restorative justice' whereby pupils are encouraged to reflect upon how they might behave differently in the future. Additionally, how they can repair the harm that has been caused. Focusing on healing, responsibility, and the rebuilding of relationships, this promotes a culture of dignity and respect. Mental health and wellbeing are a school priority. It has invested in specialist staff and outside agencies. Their personalised approach and whole class work further support pupils' mental health. This enables them to recognise their anxieties and offer them means to combat them. Parents and carers are well supported by the school and rightly value the education that their children receive. Pupils benefit by understanding and being able to talk about their current emotional state. This provides them with the means to recognise and manage their feelings. A well-considered programme of staff training helps them to feel valued and supported. A profound sense of trust and understanding, engendered by leaders, enables staff to flourish. Pupils enjoy the opportunity to take on leadership roles within school such as being a member of the school council or eco-committee. These develop their sense of responsibility and confidence.

Vision, Justice and Responsibility

Pupils know what responsibility and justice are and can give meaningful examples of how they have demonstrated these. For example, play leaders promote interactive play by modelling justice and responsibility. The 'buddy bench' serves to allow pupils without a friend to be absorbed into existing play. This enhances the sense of community and belonging. Pupils do not, however, fully appreciate how their actions can affect others and their local community. Pupils support numerous charities through fundraising and involvement in national initiatives such as 'Red Nose Day'. Pupils' communication with Anglian Water has heightened awareness of the detrimental effect of water pollution and the importance of conservation. This has served to enhance their understanding of their responsibility as stewards of the natural environment.

Religious Education

RE is a high-profile subject and an expression of the school's Christian vision. A well-planned approach provides a balanced perspective by which pupils can view the world. This encourages pupils to consider and discuss religious and non-religious worldviews. Pupils value the opportunity to learn about a range of faiths and can talk about different beliefs and practices. This develops their understanding of diversity and an appreciation of how other people might view the world. These lessons stimulate pupil curiosity regarding global diversity. Strategies developing religious literacy enable pupils to view religious texts in a balanced way and promote informed discussion. However, there is little exploration of Christianity as a multi-cultural world faith. As a result, pupils have a limited understanding of the rich variety of Christian worship.

Information

Address	Brandon Road, Swaffham, Norfolk PE37 7EA		
Date	05 May 2026	URN	141663
Type of school	Primary Academy	No. of pupils	217
Diocese	Norwich		
MAT	The Diocese of Norwich Education and Academies Trust		
MAT Chair	Bev Tilman		
Headteacher	Nicola Kaye		
Chair of Governors	Bruce Gordon		
Inspector	Helen Birch		