

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

### Swanmore Church of England VA Primary School

#### Vision

We are committed to cultivating a vibrant educational community where Christian values and a passion for learning intersect to empower children to flourish academically, socially, and spiritually. Our vision is founded on the principles of honesty, love, and respect, underpinned by a dedication to nurturing the whole child.

Swanmore 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 school's vision is deeply embedded in the life of the school. It drives the work of leaders and governors. As a result, pupils and adults are flourishing.
- Guided by a secure vision, the curriculum enables pupils to develop their talents. Pupils who have special educational needs and/or disabilities (SEND) or who are deemed vulnerable are supported effectively.
- Collective worship has a significant impact on pupils and adults because it is relevant to their daily lives. This enables them to engage in meaningful reflection and deepen their spiritual development.
- Leaders prioritise the wellbeing of staff and pupils. Relationships across the school are nurturing and respectful. They are characterised by respect, love and honesty.
- Religious education (RE) is an important subject and given priority. It enables pupils to build secure knowledge. They enjoy learning about a wide range of world religions and viewpoints as they progress through the school.

#### Development Points

- Refine the RE curriculum to include opportunities for pupils to learn about the diversity within Christianity and to deepen their understanding of Christianity as a global faith. This will allow pupils to develop their knowledge and awareness of the breadth of Christian belief and practice.
- Develop the school's assessment system in RE. This is to enable pupils' learning, skills and progress to be consistently and effectively assessed to inform future planning.



## Inspection Findings

### Vision and Leadership

The strong and clear Christian vision is enabling pupils and adults to thrive and flourish at Swanmore School. The core values of love, respect and honesty are deeply embedded and drive school life. As one pupil explained, 'we live our values because it is the right thing to do.' The vision, which was developed by leaders and governors after consultation with members of the church, permeates school life. It is securely rooted in biblical teaching, encouraging compassion, kindness and forgiveness. There is a welcoming and inclusive culture which is appreciated by parents, staff and pupils. Leaders and governors use effective monitoring and evaluation to assess how well the vision is being lived out. Consequently, these processes inform school improvement priorities and the planning of staff training. This is valued by the staff. There is mutual support among adults and pupils, creating a sense of belonging grounded in the vision and Scripture.

### Vision and Curriculum

The Christian vision clearly shapes the curriculum by providing opportunities for pupils to develop their individual gifts and character. It nurtures their emotional wellbeing and academic achievement. It is carefully designed to reflect the area the school serves. It allows pupils to reflect on life in their own community and the wider world. This encourages them to consider meaning, purpose and their place within it. As a result, they develop a good understanding of global issues, including poverty. The thoughtful support and time given by the pastoral and inclusion team allows them, including those who have SEND, to flourish. Staff have an in depth knowledge of their pupils, supporting and adapting learning to meet their needs. Courageous leadership decisions have led to the introduction of weekly enrichment activities where pupils work alongside those from a different age group. As a result, they develop new skills, enabling their emotional and spiritual development to flourish. The opportunities for pupils to develop their spirituality are in abundance in the curriculum, with activities, creative responses and reflections on big questions.

### Worship and Spirituality

Daily collective worship is skillfully planned and expertly led. It provides rich opportunities for pupils and adults to reflect on their daily lives and consider what is important to them. It is fully inclusive and welcoming. Bible stories are used effectively as a starting point, enabling pupils to make meaningful links to their own life experiences. This time of reflection significantly enhances the spirituality of both pupils and adults. The pupils are able then to talk about how their learning can be reflected in their school values, for example being true to what you believe in. The pupil worship councillors take pride in their key role in evaluating worship and helping leaders to shape both whole school and class sessions. A secure and effective partnership with the local church enriches collective worship through the active involvement of clergy. Both parents and pupils visit church weekly to worship together. This intentional coming together strengthens the school community and deepens their understanding of the Bible and Jesus' teachings. Parents value the thought of the week shared in the school's newsletter.

### Vision and School Culture

There is a strong sense of belonging at Swanmore School, where pupils and staff are cared for and valued as individuals. Staff passionately look for the best in every pupil and champion them in their conversations. Pupils have the confidence and trust to ask for support from adults within the school. The introduction of mixed age group enrichment afternoons has strengthened the culture of care, enabling pupils to be secure and to flourish. Guided by the school's vision, staff ensure that pupils are loved. Pupils' personal development is a clear priority. There are exceptionally strong relationships within the school, so pupils enjoy attending. The school fosters an inclusive community where families are welcomed and are encouraged to participate in school life. This is lived out through a deep commitment to recognising the unique circumstances of each family. Relationships are developed and grounded in trust, dignity and respect. Pupils are encouraged to see mistakes as learning opportunities. They are supported to do so with love and respect, reflecting the school's Christian values. Parents rightly appreciate this nurturing approach and have a strong connection with staff. Pupils are motivated and independent learners because of the encouragement they receive. They articulate what helps them in the



classroom to succeed. They appreciate being given certificates which reflect how well they have lived out the values in their day. Governors prioritise the wellbeing of staff and regularly meet with them to offer support and care.

#### Vision, Justice and Responsibility

Pupils have a clear understanding of issues of justice. They understand their responsibility to stand up against injustice. Many have leadership responsibilities that actively promote care for the school community. They encourage others to reduce waste, conserve energy and keep shared spaces tidy. They are involved in decision making as young governors. Pupils consult their class and then work with governors to identify and tackle unfairness within the school and the wider community. Inspired by learning about local issues, pupils now regularly take part in a local food bank initiative. Staff consistently model behaviours grounded in the school's Christian vision, demonstrating honesty and respect in their daily interactions. Pupils respond positively and speak with conviction about helping others, promoting fairness and justice within their community.

#### Religious Education

RE is well led and has a prominent profile within the school. Leaders ensure that the curriculum is challenging, relevant and diverse. Pupils respond enthusiastically and creatively when learning about world religions and world viewpoints. Their experiences are enhanced through visits from representatives of different faiths each year. Pupils recognise that there is variation between religions. However, opportunities to explore the breadth and diversity of Christianity, both globally and in practice, are less well developed. Pupils confidently explore deep and meaningful questions together as a class. Their responses are captured in a class book. Critical thinking and spiritual reflection are well developed through this approach. Staff receive regular support and development from the subject leader and the diocese which strengthens subject knowledge and teachers' confidence.

The robust and creative teaching of RE, including the use of art, drama, movement and music, means that pupils respond effectively. Lessons are carefully planned and provide regular opportunities to explore and revisit key vocabulary. Pupils respectfully and confidently challenge one another as they share their understanding of world faiths and differing viewpoints. Assessment is regular and reflective, using whole class and individual responses to demonstrate progress. However, systems to track and analyse individual responses are not fully embedded. This limits the teachers' ability to use assessment information to inform future planning.

## Information

Address	Church Road, Swanmore, Hampshire, SO32 2PA		
Date	09 February 2026	URN	116371
Type of school	Voluntary aided	No. of pupils	409
Diocese	Portsmouth		
Headteacher	John Paterson		
Chair of Governors	Sam Lee		
Inspector	Sarah Dunning		