



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Walsh Church of England Junior School	
Address	Ash Street, Ash, Aldershot, GU12 6LT
School vision	
<p>Our vision is to create a peaceful, nurturing, Christian school community where everyone knows they belong. Our inclusive approach ensures that everyone is valued, has high aspirations and given opportunities to flourish in every area of life.</p> <p>‘Flourishing together, with God as our firm foundation’. ‘Jesus said: you are Peter and on this rock I will build my church’ (Matthew 16:18)</p>	
School strengths	
<ul style="list-style-type: none"> • The centrality of the school’s Christian vision and its associated values drive a strong culture of improvement. Pupils and adults feel nurtured and flourish as a result. • Leaders foster spiritual development through staff training, curriculum development and thoughtful use of reflective spaces. As a result, adults and pupils consider the school as a place of spiritual growth as well as learning. • The Christian vision and values fortify expectations that all should treat others well and with respect. This evidently has a highly positive impact on behaviour. • Commitment to ‘flourishing together’ spurs leaders to ensure effective support for pupils who have special educational needs and/or disabilities (SEND) and those who are considered vulnerable. • The development of pupil leadership strongly reflects and reinforces the school’s vision. Pupils taking responsibility has a significant and positive effect on attitudes and relationships. 	
Areas for development	
<ul style="list-style-type: none"> • Extend leaders' and governors' monitoring and evaluation of the impact of the vision in relation to collective worship. This is to secure a clear direction in ensuring that worship enriches adults’ and pupils’ spiritual development. • Strengthen the effectiveness of the religious education (RE) curriculum by ensuring that it is resourced well and through continuing professional development. This is in order to enhance the subject's challenge and effectiveness. • Develop opportunities for pupils to engage with issues of social justice, so that they may become agents of change within their community and beyond. 	
Inspection findings	
<p>Recently joining the Good Shepherd Trust (GST) provides a fresh approach to Walsh Juniors. Partnership with the adjacent infant school, both in GST and led by the same headteacher, strengthens this community. Leaders seize the opportunity, working in partnership with clergy and</p>	

the diocese, to refresh the vision and values. The school's vision is firmly rooted in Bible narratives connected to St. Peter, strengthening the connection with the parish church. It reflects the school's context and has a clear focus on pupils' academic, personal and spiritual development. The intention is clear in strategic planning, which frames a common purpose, bringing consistency and accelerating improvement. However, evaluation of the impact of the vision is less developed in some areas, for example collective worship.

Driven by the vision, leaders revise the curriculum to enable pupils to flourish academically and in their personal development. Leaders facilitate teachers' collaboration with colleagues at the partner infant school to provide good progression in pupils' learning. Following training by GST, staff identify opportunities for spiritual exploration and reflection across the curriculum. They consider how the values of community, peace, love and resilience are reflected in topics pupils study. This work is in its infancy so, although evident in curriculum planning, the impact is not clear at this stage. Guided by the vision, this mainstream setting welcomes pupils with learning and additional needs in a specialist centre. Engagement of pupils with SEND improves because leaders invest in staff training, specialist therapies and emotional support services. As a result of these inclusive practices, pupils with SEND gain confidence, behave well and thrive. Leaders and key staff demonstrate Christian love similarly in their commitment to vulnerable pupils. Recognising that their complex lives may lead to frequent absence, they strive to provide 'a firm foundation' for these pupils. For example, through a 'ground force intervention,' some start their day tending the garden or caring for animals. Feeling trusted, and engaging with God's creation, nurtures pupils' self-worth. As a result, pupils' attendance starts to improve, enabling them to flourish.

Leaders prioritise spiritual development as key to the Christian vision. They receive helpful advice from the diocese. Starting the day with collective worship brings peace and strengthens the community in line with the school's values. It is planned carefully across the week in diverse formats that pupils and adults may connect with differently. Pupils' experience is enriched through clergy-led worship and visits to two local churches. This strengthens pupils' appreciation of differing traditions in the Church. Pupils enjoy learning Makaton signing as part of singing worship, further enriching their experience. Invitation to prayer and personal reflection offers pupils and adults space for individual spiritual growth within and beyond worship. The faith team, drawn from all year groups, shapes the development of inclusive practices related to worship and spiritual reflection. They review the wording of prayers and the choice of worship songs to reflect the religious diversity of the community. Driven by the vision, these approaches encourage pupils and adults to participate because they feel recognised and valued. The faith team also develops 'peaceful places'. Some offer interactive resources to guide spiritual reflection, others, simply space for stillness. Collective worship and the school's spiritual life is clearly a high priority and well organised. Nonetheless much of the provision is recent. Leaders' evaluation of the impact of collective worship and spiritual development on people's lives is therefore not fully embedded.

The Christian vision fortifies expectations that all should treat others well and with respect. Leaders' prioritisation of a calm and orderly environment has an evident impact on behaviour. Suspension rates decrease as a result. Pupils and staff describe work on the school's values as 'unifying'. Staff refer to them when praising pupils, so they are lived out daily. Leaders strengthen the 'firm foundation' by engaging with families. The vision is reinforced when parents receive mobile notifications that their children demonstrate the Christian values. Such successes show love and build resilience across the community. The playground is zoned, with a range of resources and activities, helping pupils to play well together. On infrequent occasions when conflicts arise, the Christian principles of reconciliation and forgiveness are applied. Where these are complex, leaders invest in specialist programmes such as 'girls on board' to build emotionally intelligent communication. Training parents to support their girls extends the impact to families. Family events across the year strengthen the community, enabling adults to work together so that children

flourish.

Pupil leadership strongly reflects and reinforces the school's Christian vision and values. Its enhanced profile has a significant impact on attitudes and relationships. Pupils gain understanding of rights and responsibility through new or reinvigorated leadership roles. Prefects help younger pupils with playground equipment, so promoting the school's Christian values of the values of peace and community. They provide good role models and advocate positive behaviour. The school council has a genuine voice. Representatives gain understanding of ethical decision making through their work assisting leaders. The school applies its vision by encouraging pupils to think deeply about social questions through weekly news themes. However, the pupil survey indicates that this is not fully embedded. Each year group fundraises for a charity, chosen by themselves. This motivates pupils to think about others' needs. Nonetheless, there are currently limited opportunities for pupils to act as agents of change within their community and beyond.

The RE curriculum meets the requirements for Church schools. There is a good balance between the study of Christianity, world religions and worldviews. RE lessons offer pupils opportunity to engage with big questions about theology and society. They include a strong thread on spiritual development which ties in well with recent staff training. Leaders identify the need to strengthen pupils' knowledge of worldviews and religions, and the importance of staff development to achieve this. High quality resources and authentic religious artefacts are limited. Leaders recognise that this restricts pupils' engagement and prioritise resources and staff development to remedy this. Guided by the Christian vision, leaders drive the school's improvement journey, with a deep commitment that all should flourish.

The inspection findings indicate that Walsh Church of England Junior School is living up to its foundation as a Church school.

Information			
Inspection date	23 May 2024	URN	125156
VC/VA/Academy	Academy	Pupils on roll	223
Diocese	Guildford		
MAT/Federation	The Good Shepherd Trust (GST)		
Headteacher	Pete Bailey		
Chair	Daniel Morris		
Inspector	Rachel A Jones	No.	2237