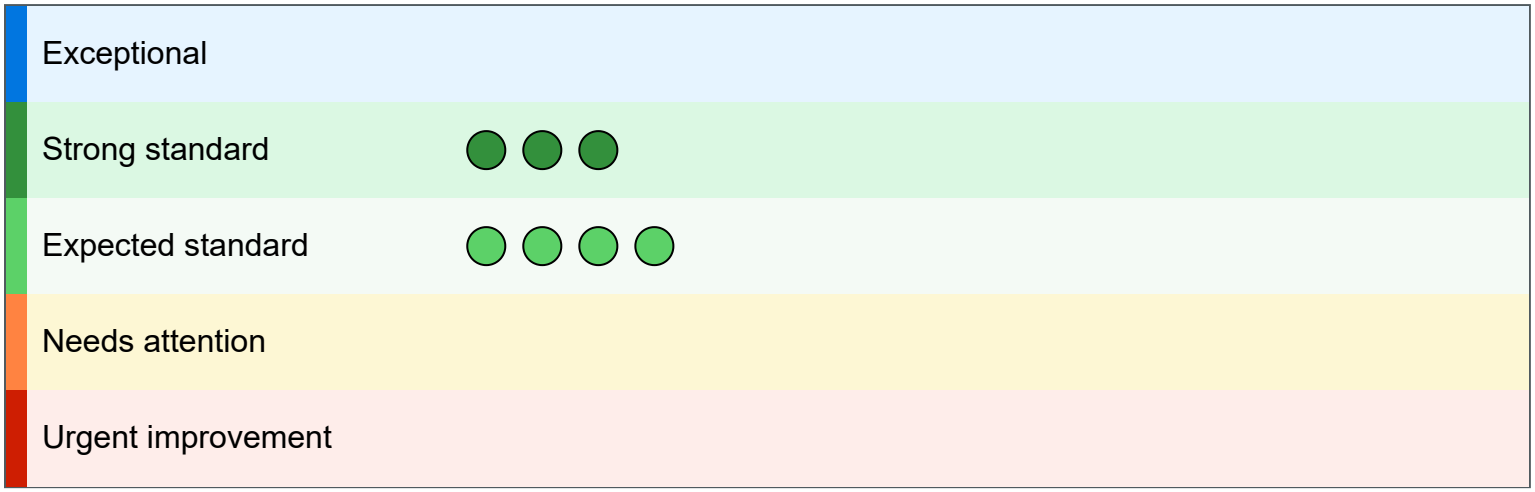
# Monkspath Junior and Infant School

**Address:** Farmhouse Way, Shirley, Solihull, West Midlands, B90 4EH

**Unique reference number (URN):** 104084

# Inspection report: 20 January 2026




## Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

# Strong standard

## Achievement

**Strong standard**

Overall, pupils make excellent progress through the curriculum as they move through the school. This is because they build learning gradually and develop secure knowledge and skills over time. If pupils fall behind, staff usually act quickly to help them catch up.

Outcomes in national assessments and tests are consistently above national averages. Key groups, including disadvantaged pupils, those with special educational needs and/or disabilities and other vulnerable pupils, achieve particularly well. Leaders identify any gaps in pupils' knowledge early and ensure targeted support removes barriers to learning. This means that pupils consistently succeed and make strong progress through the curriculum from their starting points.

Pupils gain confidence and resilience as learners and take pride in their achievements. By the time they leave the school, pupils are well prepared for their next steps. They have the academic foundations, personal skills and positive attitudes they need to succeed in education, training or employment.

## Attendance and behaviour

**Strong standard**

Leaders take a proactive and multi-layered approach to managing attendance. Their work makes a clear difference. Leaders monitor attendance closely and act quickly when concerns arise. They analyse patterns over time, ensuring no pupil is overlooked. Leaders tirelessly follow up absence, support families and remove barriers to coming to school. They are firm but fair, holding parents to account if needed, offering challenge alongside practical support. Attendance messages are shared regularly through newsletters and assemblies so that everyone understands why being in school every day matters. Attendance is celebrated in a positive way, with weekly rewards, certificates and recognition for classes and year groups. As a result, attendance for all groups of pupils remains above the national average and continues to improve.

Leaders know that nothing happens by chance. Their management of behaviour is thoughtful and deliberate. Behaviour policies are clear and are applied consistently. This includes sensitive, appropriate adjustments where necessary. Pupils and staff are rightly proud of the positive behaviour throughout the school. Pupils meet leaders' expectations, demonstrating high levels of respect for staff and each other. Leaders have created a calm, orderly and welcoming environment where pupils and staff thrive. Bullying is rare. When issues do arise, staff deal with them quickly and consistently. This means that pupils feel safe and valued. Tailored support helps pupils to manage their emotions successfully, ensuring they learn, flourish and feel included.

## Inclusion

**Strong standard**

Leaders have built an extremely caring and inclusive culture in which pupils are known and supported to thrive, whatever their starting point or background. Leaders place inclusion at the heart of everything they do, which means that the ethos of inclusion is deeply

embedded. This ensures that disadvantaged pupils, those with special educational needs and/or disabilities, and pupils who are known or previously known to children's social care, receive timely and effective support.

Barriers to learning and wellbeing are swiftly identified. These are reduced through thoughtful adaptations in classrooms and targeted pastoral, sensory and social provision. This helps pupils to feel safe, included and ready to learn. Leaders monitor pupils' progress through the curriculum carefully, making changes where support is not having the intended impact.

Staff benefit from well-designed training, for example on strategies to support pupils who are neurodivergent. This includes support staff and lunchtime supervisors, ensuring consistent, inclusive practice across all roles. Leaders work very closely with families, external professionals and agencies to shape effective support and raise aspirations.

Additional funding, including the pupil premium grant for disadvantaged and vulnerable pupils, is used purposefully to strengthen inclusion, ensuring that pupils learn successfully alongside their peers. Everything the school does is aimed at helping every pupil to feel included, confident and ready to achieve their very best.

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## Expected standard

### Curriculum and teaching

**Expected standard**

Leaders have a secure understanding of what is working well in the curriculum and teaching, and where further improvement is needed. This helps them make thoughtful decisions so that teaching meets the needs of pupils. While many improvements are already having a positive impact, some changes are still being embedded consistently across the school.

The curriculum is broad, balanced and ambitious. It is designed to give pupils the knowledge and skills they need for their next steps in learning. In most subjects, learning builds well over time. Leaders have carefully planned activities that help pupils remember important knowledge. Occasionally, teachers' checks on understanding do not lead to mistakes being put right straight away. When this happens, pupils do not benefit as quickly as they might.

Leaders ensure that teachers have access to effective training which helps them to build their subject expertise. Support for reading, writing and mathematics is a clear priority. Typically, pupils are well supported by staff to help them secure key skills, particularly in early reading and mathematics. Where pupils fall behind, targeted support helps them catch up quickly.

Staff know pupils well and adapt learning thoughtfully. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those facing additional challenges are supported well through reasonable adjustments and inclusive practice. This ensures that pupils are given every opportunity to succeed.

## Early years

**Expected standard**

Staff build warm, positive relationships with children from the moment they join Monkspath. Staff talk with children throughout the day, listen carefully and model rich language. This helps children grow in confidence, extend their vocabulary and express their ideas clearly. Singing, storytelling and high-quality books play a central role in daily routines, supporting strong communication and language development across the setting. In the provision for 2- and 3-year-olds, learning is play based and well matched to children's developmental needs.

The curriculum generally supports steady progress through all areas of learning, although the activities which staff plan do not always focus on the skills that leaders intend children to develop next. Children settle quickly, feel safe and learn to explore, share and communicate with others. However, mistakes are not always spotted and corrected quickly enough. This means that misconceptions such as incorrect letter formation sometimes persist.

There is a clear emphasis on communication, language, early literacy and mathematics. Reading is prioritised from the start. In Reception, children begin phonics promptly and use their growing knowledge to read words and begin to write. Staff regularly share stories and encourage children to talk about what they hear, helping them develop a love of reading.

Children behave well, show curiosity and develop independence. Leaders work closely with parents and carers, sharing information and guidance so learning continues confidently at home. Typically, most children are well prepared for the transition to Year 1.

## Leadership and governance

**Expected standard**

Leaders know the school and its context very well and have a clear understanding of its strengths and areas for development. They use accurate information about pupils' needs, experiences and outcomes to prioritise the right actions and make timely improvements. As a result, the school continues to improve across all areas.

Leaders consistently make decisions that put pupils first. They are especially mindful of the needs of disadvantaged pupils, those with special educational needs and/or disabilities, pupils known to social care and those who face barriers to learning or wellbeing. Support is well planned and inclusive, ensuring pupils feel safe, valued and able to achieve.

Leaders provide a thoughtful and effective professional learning programme that builds staff expertise. Staff value opportunities to work across year groups and to access a range of training, including national qualifications. Leaders protect time for professional development and respond sensitively to individual needs.

Governors fulfil their statutory duties effectively. They understand the school's context and hold leaders to account through robust checks and open, professional challenge. They manage resources carefully to ensure they are used in pupils' best interests. Governors also provide effective support, working closely with leaders to sustain improvement while maintaining a strong focus on staff wellbeing.

Staff wellbeing and workload are carefully considered in leaders' decision-making. This helps staff feel valued and supported and contributes to a positive, collaborative school culture that benefits pupils, staff and families alike.

### Personal development and wellbeing

**Expected standard** 

Leaders place personal development at the heart of pupils' daily experiences and ensure it is an entitlement for all. Pupils are placed 'front and centre' of all decision-making. Leaders' understanding of pupils ensures that they gain rich experiences and knowledge that prepare them well for life beyond school. Leaders are rigorous in monitoring and assessing the impact of their actions and, as a result, pupils thrive.

Through a carefully planned programme, pupils learn to reflect on their own beliefs, understand right and wrong, and respect difference, including the views and values of others. They explore ethical issues in an age-appropriate way. They develop kindness, empathy and responsibility as part of everyday school life. The personal development and wellbeing programme, including personal, social and health education, and relationships, sex education and health education, is well delivered and carefully sequenced so pupils revisit key ideas as they grow. Pupils learn about healthy relationships, consent, how to keep themselves safe both online and offline, and how and when to seek help. The curriculum supports pupils in developing the knowledge and confidence they need to stay physically and mentally healthy.

Leaders promote fundamental British values effectively. For example, pupils learn about democracy through school council elections and leadership roles. They begin to understand the rule of law, fairness, tolerance and responsibility. Staff encourage cooperation, conflict resolution and teamwork. This helps pupils to build effective social skills and positive relationships.

Pastoral care is a strength. Pupils feel safe, valued and confident in approaching trusted adults for support. An inclusive, wider offer enriches pupils' learning. For example, pupils access swimming, rock band and outdoor learning, alongside other musical, sporting and creative opportunities. The school has high expectations for all pupils, including those with special educational needs and/or disabilities, and disadvantaged pupils. This supports all pupils to progress personally, socially and academically.

## What it's like to be a pupil at this school

Pupils are very happy at this inclusive and welcoming school which parents, carers and staff describe as having a family feel. Pupils benefit from positive relationships with warm and caring staff. There is a calm and purposeful environment in classrooms and around the school. Creating these conditions begins in the early years, where children quickly learn and follow daily routines. Pupils and staff are happy to attend such a special place. By learning together, they know that they can 'reach for excellence'.

Pupils and staff thrive in the school's highly inclusive culture. Staff know pupils and families very well. They recognise the school's importance at the centre of the community.

Relationships between staff, pupils and families are very positive. As a result, the school recognises pupils' strengths while supporting their needs. Pupils thoroughly enjoy coming to school and, as a result, attend very well.

Leaders have planned a broad and rich curriculum. The school's values underpin all learning. Pupils become confident learners who are always keen to talk about what they have learned. Leaders identify any barriers to learning quickly and put in place effective support. This ensures that pupils across the school, including pupils with special educational needs and/or disabilities, and those who are disadvantaged, can learn well. As a result, pupils are prepared well for their next steps.

The school's ambition for pupils is not limited to the classroom. There is a wide range of activities, experiences and enrichment that pupils take advantage of. They enjoy the wealth of opportunities that leaders have created for them. Pupils play an important part in creating a school where everyone is celebrated and valued. The school provides opportunities for pupils to take on positions of responsibility, for example acting as buddies, school councillors and monitors. The school is determined that these experiences have a lasting impact for pupils when they leave Monkspath.

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## Next steps

• Leaders should ensure that teaching and learning in the early years is purposeful, with activities planned to build on children's existing knowledge and experiences.
• Leaders should ensure that staff check learning consistently and effectively, to make sure that pupils' mistakes and misconceptions are identified and addressed as quickly as possible.

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## About this inspection

The chair of the board of governors in this school is Mr Jonny Shipton.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with school leaders, including the headteacher, deputy headteachers and the special educational needs coordinator. They also spoke with the chair of the governing body, representatives of the governing body and the school adviser from the local authority during the inspection.

Inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Mr Dan Wild

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**Lead inspector:**
Su Plant, His Majesty's Inspector

**Team inspectors:**
Kerry Rochester, Ofsted Inspector
Rachel Henrick, His Majesty's Inspector
Wayne Simner, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 20 January 2026

## School and pupil context

### Total pupils

**725**
Well above average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**589**
Well above average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

**Pupils eligible for free school meals (FSM)**

## 9.24%
Well below average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

**Pupils with an education, health and care (EHC) plan**

## 1.38%
Below average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

**Pupils with special educational needs (SEN) support**

## 8.14%
Well below average

**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

**Location deprivation**

## Below average

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

# No resourced provision

### What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

# All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 77% | 61% | Above |
| **2024/25 (revised)** | 83% | 62% | Above |
| **2023/24 (final)** | 83% | 61% | Above |
| **2022/23 (final)** | 63% | 60% | Close to average |

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 87% | 74% | Above |
| **2024/25 (revised)** | 91% | 75% | Above |
| **2023/24 (final)** | 86% | 74% | Above |
| **2022/23 (final)** | 86% | 73% | Above |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 85% | 72% | Above |
| **2024/25 (revised)** | 90% | 72% | Above |
| **2023/24 (final)** | 91% | 72% | Above |
| **2022/23 (final)** | 73% | 71% | Close to average |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 86% | 73% | Above |
| **2024/25 (revised)** | 88% | 74% | Above |
| **2023/24 (final)** | 92% | 73% | Above |
| **2022/23 (final)** | 78% | 73% | Close to average |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 63% | 46% | Above |
| **2024/25 (revised)** | 67% | 47% | Above |

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2023/24 (final)** | 73% | 46% | Above |
| **2022/23 (final)** | 43% | 44% | Close to average |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 83% | 62% | Above |
| **2024/25 (revised)** | 83% | 63% | Above |
| **2023/24 (final)** | 73% | 62% | Close to average |
| **2022/23 (final)** | 100% | 60% | Above |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 80% | 59% | Above |
| **2024/25 (revised)** | 83% | 59% | Above |
| **2023/24 (final)** | 100% | 58% | Above |
| **2022/23 (final)** | 43% | 58% | Below |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 77% | 60% | Above |
| **2024/25 (revised)** | 75% | 61% | Above |
| **2023/24 (final)** | 91% | 59% | Above |
| **2022/23 (final)** | 57% | 59% | Close to average |

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 63% | 68% | -4 pp |
| **2024/25 (revised)** | 67% | 69% | -3 pp |
| **2023/24 (final)** | 73% | 67% | 5 pp |
| **2022/23 (final)** | 43% | 66% | -23 pp |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 83% | 80% | 4 pp |
| **2024/25 (revised)** | 83% | 81% | 3 pp |
| **2023/24 (final)** | 73% | 80% | -7 pp |
| **2022/23 (final)** | 100% | 78% | 22 pp |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 80% | 78% | 2 pp |
| **2024/25 (revised)** | 83% | 78% | 5 pp |
| **2023/24 (final)** | 100% | 78% | 22 pp |
| **2022/23 (final)** | 43% | 77% | -35 pp |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 77% | 80% | -3 pp |
| **2024/25 (revised)** | 75% | 81% | -6 pp |
| **2023/24 (final)** | 91% | 79% | 11 pp |

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **2022/23 (final)** | 57% | 79% | -22 pp |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (2 term)** | 3.5% | 5.2% | Below |
| **2023/24 (3 term)** | 4.0% | 5.5% | Below |
| **2022/23 (3 term)** | 4.5% | 5.9% | Below |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (2 term)** | 5.0% | 13.3% | Below |
| **2023/24 (3 term)** | 8.8% | 14.6% | Below |
| **2022/23 (3 term)** | 8.9% | 16.2% | Below |

## Our grades explained

**Exceptional**

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

**Strong standard**

The school reaches a strong standard. Leaders are working above the standard expected of them.

**Expected standard**

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

**Needs attention** 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

**Urgent improvement** 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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