

# Inspection of Aston Fence Junior and Infant School

237 Sheffield Road, Woodhouse Mill, Sheffield, South Yorkshire S13 9ZD

---

Inspection dates: 27 and 28 February 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2012.

## **What is it like to attend this school?**

Pupils are polite and courteous at this innovative school. Pupils approach their learning with enthusiasm and excitement. Pupils are welcoming of visitors. They conduct themselves respectfully and with maturity. Older pupils act as positive role models for younger children through a buddy system.

Pupils access a curriculum which provides them with many excellent opportunities to learn. These opportunities go beyond the academic. For example, Year 2 pupils visited a zoo during their 'Feathers, Fur and Fangs' unit of work. All pupils take part in a carefully considered visit, every term, that enhances their understanding of what they are learning in school.

Pupils have a thorough understanding of fundamental British values. They debate these weekly in assemblies. Pupils have many opportunities to take on leadership roles. The school elected its council through a whole-school ballot. The local mayor presented the elected members with their badges during a visit to the school.

Adults have extremely high expectations of pupils' behaviour. They encourage and reward positive behaviour, such as holding doors open and saying 'thank you'. This ensures that pupils behave with respect and kindness to each other and to the adults in school. Pupils are happy at Aston Fence Junior and Infant School.

## **What does the school do well and what does it need to do better?**

The school has developed an ambitious and unique curriculum that inspires its pupils to learn, including those pupils with special educational needs and/or disabilities (SEND). Teachers deliver the curriculum through a different theme each term, for example 'Invasion!' and 'Beyond the Sea'. Leaders have carefully mapped the knowledge that pupils will learn in each unit of work and ensured that their knowledge builds on what they already know.

The curriculum covers the breadth of the national curriculum and in some subjects, such as art, exceeds it. The quality of work that pupils produce is exceptional. The way that pupils use knowledge from one subject and apply it in a different context is quite remarkable. For example, Year 5 pupils apply their scientific knowledge to investigate which material to use on the sail of a Viking ship to allow it to travel at the fastest speed. Teachers regularly check pupils' understanding before moving on to new learning. Teachers address any misunderstandings effectively. Pupils achieve exceptionally well in each subject that they study. Published outcomes show that this school is in the top 10% of schools nationally for pupils meeting expected standards in mathematics and writing, and the top 4% for phonics.

Reading is a priority across the school. As soon as children start Reception, they begin to learn phonics. Staff are experts in teaching early reading. They deliver lessons with enthusiasm. This engages pupils and helps them to quickly master phonics and learn to read fluently. Leaders identify pupils who are not keeping up

with the phonics programme. Adults support these pupils to catch up quickly, through highly effective intervention activities. There is a strong culture of reading at this school.

Children in early years demonstrate self-control and respect for one another. This is developed through the expert care and courtesy that adults demonstrate towards children. Children are encouraged to take risks, show resilience and develop independence. Staff expertly model language. There is a focus on developing vocabulary through rhymes and stories. Parents and carers are partners in their children's learning and are regularly invited into school to share their experiences of songs, rhymes and stories. Children are thoroughly prepared for key stage 1.

The school quickly identifies any pupils with SEND. Staff provide highly effective support for these pupils. Leaders have developed a 'Me on a Page' document. This document captures the voice of the pupil and is available for all staff. Staff use this to adapt their teaching to the individual needs of each pupil. This support allows pupils with SEND not only to progress well, but also to maintain their individualism and independence.

The school's work to promote personal development is exemplary. Pupils understand the similarities and differences between different world religions. They learn about tolerance and respect. Pupil leaders organise coffee mornings to raise money for local charities. Pupils take part in regular meaningful debates. For example, each class has an amount of money to spend on reading materials and had to debate the most useful way to spend the money. The school's provision to support the mental health of its pupils has received external recognition. The school counsellor provides one-to-one and group support for pupils who require it.

Leaders at all levels are passionate about providing the best educational experience for the pupils at Aston Fence Junior and Infant School. Leaders provide highly effective professional development opportunities for all staff. This has led to staff developing a high level of expertise and subject knowledge. Staff well-being and workload constitute a priority for leaders. Staff are immensely proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	106859
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10315534
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	207
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Louise Ward
<b>Headteacher</b>	Claire Dawson
<b>Website</b>	<a href="http://www.astonfence.wixsite.com/astonfence">www.astonfence.wixsite.com/astonfence</a>
<b>Dates of previous inspection</b>	4 and 5 October 2012

## Information about this school

- Aston Fence Junior and Infant School is a smaller-than-average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium funding is below the national average.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, a selection of subject leaders, teachers, and the safeguarding and attendance leads.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work.
- Inspectors also considered the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector met with four representatives from the governing body, including the chair of governors.
- The lead inspector met with school improvement partner from the local authority.
- Inspectors considered the views of pupils, parents and staff through discussions and looking at information collected from Ofsted's online surveys.

### **Inspection team**

Chris Sergeant, lead inspector

His Majesty's Inspector

Pritiben Patel

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024