

# Inspection of Folly View Primary

Preston Place, Faringdon, Oxfordshire SN7 7XE

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Inspection dates:	20 to 21 May 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

The head of school of this school is Joanne Baird. This school is part of Cambrian Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Richard Evans, and overseen by a board of trustees, chaired by Anthony Cook. There is also an executive headteacher, Joseph Rubba, who is responsible for this school and one other.

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

The school is a warm community where pupils are cared for. Pupils are respectful and value each other. They learn about different faiths, cultures and abilities, ensuring everyone feels welcome and included in the school. The many extra-curricular opportunities broaden pupils' horizons. They enable pupils to explore their talents and interests.

Pupils behave well. In the early years children learn to manage their emotions and behaviour through the games they play with adults. Pupils know they can speak to someone about any worries and are confident these will be addressed quickly. Pupils see that the school goes to great lengths to support their well-being and happiness. They appreciate the Orchard room and other emotional and welfare supports.

Pupils expect to achieve well. They have confidence in their abilities and enjoy their learning. The school has high expectations for pupils to achieve well. Across the school, most pupils learn the curriculum that the school intends and build on what they know. Pupils enjoy their learning and are confident, ready for their next steps in education. Older pupils are enthusiastic and ambitious about being the first ever Year 6 cohort and looking to rise to the school's expectations.

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

The school has established an ambitious, broad curriculum. It has defined the knowledge pupils need to learn in each subject and the order this is to be taught. There is a clear progression from the start of the Nursery year. As a result, pupils can build new learning on what they already know. The curriculum is carefully adapted for pupils who need extra support. The school swiftly spots any special educational needs and/or disabilities (SEND) and puts the right help in place for pupils.

The school has defined how it intends the curriculum to be put in place. Many staff closely follow these intentions and focus on the key content precisely. They use resources well to promote learning. Most teaching uses modelling effectively to introduce new ideas. This helps pupils to grasp new content swiftly and most pupils achieve well. Many staff check pupils' understanding effectively. However, this is not consistent. As a result, pupils' errors are not always addressed, and some pupils persist with misconceptions. When this happens, pupils achieve less well.

From the very start, in Nursery, children develop their language and interaction skills. They revel in the telling of traditional tales and independently recite known rhymes. Most pupils learn to read fluently and accurately. The school treats reading as one of its highest priorities. There are clear and effective systems to teach reading. Staff ensure that pupils build their phonics knowledge systematically over time. Pupils can apply the sounds they learn in the books they read. The school has an effective system for checking what sounds pupils know. Staff provide focused support for pupils to close any gaps in their phonics knowledge. Pupils love reading and have a wide range of books and stories to enjoy.

Pupils learn how to treat their peers and adults with respect. As a result, they display impeccable manners and behave well. Children in the early years classes quickly learn the important behaviours they need to socialise and learn. They learn how to cooperate and take turns. They play and speak with their friends with consideration for each other's space and feelings. The school makes effective adjustments to the routines in class and breaktimes to be inclusive of all pupils. Consequently, pupils with SEND are able to flourish and make the most of opportunities at school. The school's work on attendance is effective. Pupils, including those with any disadvantage, are now attending school more regularly.

The school promotes kindness as central to developing well-rounded children. It provides carefully chosen experiences to support the curriculum and give pupils a broader view of life beyond Faringdon. Staff carefully model the school's values and aspirations. The school promotes pupils' physical and mental health effectively. They offer exciting opportunities to inspire pupils' future aspirations. Pupils relish leadership roles and career events. The school has worked closely with its service families to construct a coherent provision for these pupils.

Governors and trustees support and challenge the school effectively. As the school is expanding, leaders receive effective guidance and support from the trust. Staff, including those early in their career, value how continual training helps them to focus on improving pupils' learning. The school carefully considers staff workload. Parents and carers value how the school successfully works in partnership with them to promote the academic and personal development of pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some staff do not consistently check whether pupils have remembered the meaning and application of the key knowledge and vocabulary. This means that pupils sometimes lack the understanding that they need for their future learning. The school should ensure that staff use assessment strategies in the classrooms more effectively to identify and then address any gaps in pupils' understanding so pupils can achieve as well as they could.

## **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>	137992
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10379857
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	344
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anthony Cook
<b>CEO of the trust</b>	Richard Evans
<b>Executive Headteacher</b>	Joseph Rubba
<b>Head of School</b>	Joanne Baird
<b>Website</b>	<a href="http://www.follyviewprimary.co.uk">www.follyviewprimary.co.uk</a>
<b>Date of previous inspection</b>	7 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The school was formerly known as Faringdon Infant school and was based at another site.
- The school does not yet have a Year 6 cohort. The school was previously inspected as an infant school.
- The school has a pre-school and nursery and caters for pupils aged two and upwards.
- The school does not currently use any alternative provision.
- The current headteacher has taken up her role since the previous inspection.
- The school is part of the Cambrian Learning Trust following the merger of the Vale Learning Trust and Faringdon Academy of Schools.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the executive headteacher, head of school, senior leaders, teachers and pupils. The lead inspector met with the members of the governing body, including the chair of governors and representatives of the trust, including representatives of the trustees and the CEO.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and design and technology. The inspectors also discussed the curriculum in geography, modern foreign languages and art and design.
- 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 pupils' work. Inspectors also reviewed pupils' work from a range of other subjects.
- To evaluate the effectiveness of safeguarding, the 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 inspection team observed behaviour in lessons and at breaktimes and lunchtimes.
- Inspectors spoke formally with groups of pupils as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed in Ofsted Parent View, including free-text comments.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's staff survey.

## **Inspection team**

Toby Martlew, lead inspector

Sarah Brinkley

Martin Dyer

His Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

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