

Valley Invicta Primary School At East Borough

Address: Vinters Road, Maidstone, Kent, ME14 5DX

Unique reference number (URN): 144531

Inspection report: 31 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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 ●

Attendance and behaviour

Strong standard ●

Pupils reliably attend school. The school's attendance figures are consistently above average. Working closely with families, the school usually achieves notable improvements in attendance for the small number of pupils who miss too much school.

Pupils' exemplary behaviour is a credit to them and the school. They are polite, respectful and have overwhelmingly positive attitudes to learning. In lessons, pupils are keenly engaged and enthusiastic but calm and focused. They maintain this mature and responsible conduct throughout the day, including at breaktimes and when moving around the school. Many older pupils take on a nurturing role with younger pupils. They play with them and provide positive role models. The school's culture is one where bullying, antisocial or unkind behaviour seldom occurs. It is never accepted and tackled robustly if it does.

The school makes sensitive and appropriate adjustments for pupils who require a slightly different approach to live up to the school's high expectations. Leaders go out of their way to give every pupil this chance. Leaders demonstrate considerable flexibility without lowering standards. Staff unfailingly apply the school's proactive approach and reward systems. They are unanimously confident in the school's success with regard to managing behaviour.

Curriculum and teaching

Strong standard ●

Leaders and staff have secured a remarkable consistency of highly inclusive teaching, including in the specially resourced provision for pupils with special educational needs and/or disabilities (SEND). This deliberate strategy ensures that pupils can access and learn the school's ambitious curriculum from the start. Staff make careful adaptations to support pupils with SEND to secure important knowledge and skills. The school provides staff with consistently effective professional development and support to live up to leaders' high expectations. Teachers' subject knowledge is secure.

The well-constructed curriculum systematically emphasises the vital knowledge and skills that underpin all learning, including language, vocabulary and oracy. Leaders keep a constant check that the school's long-standing, high-quality phonics teaching is sustained. Any extra help pupils need to learn to read is prompt and precise. The curriculum provides pupils with ample opportunities to practise and use their literacy and numeracy skills in different contexts. It also promotes and preserves the unique nature of each subject. For example, the curriculum teaches pupils about scientific enquiry and about particular processes and skills in design and technology. The breadth of learning the curriculum provides ensures pupils gain the broad knowledge and skills they need for their secondary education.

Early years

Strong standard ●

The firm foundations laid in the excellent early years provision get children off to a flying start, regardless of their varied backgrounds and starting points. Staff foster fruitful relationships with parents and carers from before children even start. Staff also form

excellent relationships with children. Their skilful interactions continually reinforce and extend children's learning. Any barriers to success are swiftly identified and sensitively addressed.

Leaders leave nothing to chance. They ensure consistently high-quality provision for children from the start of their time in school, for example, through the finely tuned writing curriculum and the physical development opportunities. There is a relentless focus to support children to secure firm foundations for future learning, including phonics and reading. The meticulously planned activities and environment secure children's purposeful play, language development and sustained concentration. Enticing resources and activities, inside and outside, mean that children routinely practise their developing skills during independent play. Every minute of the day counts and there is no time wasted. Together with their excellent personal, social and emotional development, children are suitably readied for Year 1. They demonstrate this, not least, through their self-sustained focus on independent activities, as well as their keen attention on adult-led tasks.

Inclusion

Strong standard 

Leaders are committed to giving every pupil what they need to succeed, regardless of their background or need. Deeply embedded inclusive approaches throughout the school help pupils to do well. The rigorous language curriculum benefits all, including pupils learning English as an additional language.

The school is prompt to spotlight any barriers to potential success for individual pupils. Inclusive practice and special educational needs and/or disabilities (SEND) have been the focus of extensive staff training. Staff take skilful approaches to meet pupils' different needs. The school also draws on a broad repertoire of proven additional help and interventions based on thorough assessments of pupils' gaps. Leaders relentlessly check how well pupils are doing and adjust support as necessary.

The school builds close relationships with families. It also forges productive partnerships with external professionals and welcomes specialist advice. The school's renewed focus on disadvantaged pupils has begun to pay dividends for current pupils.

The school's specially resourced provision for pupils with SEND (specially resourced provision) is an integral and well-integrated part of the school community. The successful inclusion of pupils in school life is testament to the high quality of both the specially resourced provision and the inclusive practice across the school.

Leadership and governance

Strong standard 

Although only in its second year together, the school's leadership team has already achieved a lot. Leaders have a firm handle on the school's significant strengths, as well as its improvement priorities. There is close harmony between school and trust leaders. In a relatively short space of time, leaders have demonstrated a proven track record of success. Leaders target areas for development with precision, including a renewed and resolute focus on disadvantaged pupils. This is leading to rapid improvement. There is a secure, evidence-based rationale to every approach taken.

Senior leaders are excellent role models. They lead with conviction and purpose. There is a comprehensive professional development programme for both early career teachers and experienced staff. This focuses sharply on inclusive practice, disadvantage and special educational needs and/or disabilities. Staff report that leaders manage their workload well. Leaders and staff alike demonstrate wholehearted commitment to improving the life chances of the most vulnerable pupils. The school's proactive work with families is reflected in the overwhelmingly high satisfaction levels among parents and carers.

Robust governance arrangements include a systematic approach to meeting all statutory requirements. The positive impact of trust support mechanisms for trustees and governors is plain to see. These help facilitate the constructive challenge that those responsible for governance offer leaders around the school's performance. Local governors consider a wealth of information to understand the experiences of the most vulnerable pupils. This aligns well with the school's ethos.

Personal development and wellbeing

Strong standard ●

The school ensures that all pupils can benefit from its extensive promotion of their personal development. Leaders design the personal development programme to reflect the school's context and pupils' diverse backgrounds and needs. It prepares them thoroughly for life in modern Britain. Leaders are alert to any pupils at risk of not reaping the rewards of the school's wider offer. They adjust it to better meet individual interests and circumstances. Leaders seek to reduce any possible disadvantage.

Pupils demonstrate resilience, confidence and character. Those who hold one of many pupil leadership roles carry out their duties diligently with maturity and kindness. Whether a pupil leader or not, pupils understand their rights and responsibilities as part of a harmonious and happy community. They develop a sensitive understanding of how to form and maintain positive relationships. The school keeps a watchful eye over all, but particularly the most vulnerable pupils, to enact the school's multi-layered pastoral support.

The school's busy calendar of community events is specifically linked with the subject curriculum to ensure that it is of relevance for pupils and helps deepen their learning. This includes visits to places of worship and visits from religious leaders from a range of religions. Diverse music and sports opportunities form a central part of both the curriculum and enrichment activities. A carefully curated range of trips focuses on broadening pupils' horizons, but also takes care to make sure that pupils experience what is on offer on their doorstep.

Pupils develop secure and detailed knowledge across the school's personal development programme. They learn about the fundamental British values. For example, older pupils talk knowledgeably about tolerance, respect and the rule of law. Younger pupils learn about democracy through voting for pupil leaders. Pupils articulately discuss factors that affect mental and physical health, including online safety. This helps to prepare them well for the future.

Expected standard

Achievement

Expected standard

Pupils of all ages learn well across subjects. They produce thoughtful, accurate and detailed work. Pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language progress well from their starting points. Pupils in the specially resourced provision for pupils with SEND achieve very well. They sometimes make remarkable progress reintegrating with mainstream classes. Pupils are well prepared for secondary education.

Overall, outcomes across national tests have been significantly above average in recent years. However, disadvantaged pupils' attainment at the end of key stage 2 has been broadly similar to the results for disadvantaged pupils nationally. Gaps in their outcomes, compared with others, have not consistently narrowed. Leaders have significantly increased the focus on disadvantaged pupils. As a result, these pupils are now increasingly catching up with their peers. However, it is too soon to see the difference in published outcomes.

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

Pupils are hugely proud of the significant part they play in making this school what it is. Whether or not they hold one of the many pupil leadership positions, they play their part in living up to the school's high expectations and values. Their mutual respect and keen sense of responsibility help create the school's happy, caring atmosphere. The school fosters kind and supportive relationships at all levels. It is a diverse, inclusive and warmly accepting community. Pupils feel safe. Calm, nurturing spaces, for example, 'The Haven' and 'Rise and Shine', are a supportive addition. The school deals swiftly with any rare bullying or other unkind behaviour. Pupils develop the character, qualities, knowledge and skills that prepare them very well for the future.

The school ignites a love for learning. Pupils achieve well. They rarely miss school. In lessons, pupils concentrate, work hard and do not give up. The school's rich curriculum rapidly expands pupils' vocabulary, including those for whom English is not their first language. Many pupils from the school's specially resourced provision for pupils with special educational needs and/or disabilities routinely join their mainstream peers in lessons and activities. Others benefit from the bespoke offer in their dedicated space.

Pupils feel listened to and heard. Their needs are carefully understood and very well met. Where they need it, pupils benefit from tailored support for their learning. These careful adaptations mean that disadvantaged pupils now make better progress through the school's curriculum than they did in the past.

The rich range of learning pupils acquire across subjects is further enriched by a wide range of cultural, historical, sporting and musical experiences. Pupils join various interesting and fun extra-curricular clubs from early years onwards. School events, such as careers fairs, introduce pupils to different career possibilities, including those they may not otherwise

encounter. They also provide opportunities to bring families together to embrace different cultures and heritages.

Next steps

- Leaders should sustain and hone the renewed focus on disadvantaged pupils to close the remaining gaps between their outcomes compared with other pupils nationally.
-

About this inspection

This school is part of Valley Invicta Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Richard Hayden, and overseen by a board of trustees, chaired by Matthew Fletcher.

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.

Inspectors spoke with school and trust leaders during the inspection. They also spoke with staff and pupils.

The inspectors confirmed the following information about the school:

The school includes specially resourced provision for 16 pupils with a diagnosis of autism.

The school makes use of one alternative provision that is unregistered.

Head of School: Lydia Vincett

Lead inspector:

Clive Dunn, His Majesty's Inspector

Team inspectors:

Kate Owbridge, Ofsted Inspector

Emma Law, Ofsted Inspector

Adnan Ahmet, 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 31 March 2026

School and pupil context

Total pupils

441

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

455

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)

21.77%

Close to 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

4.31%

Close to 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

11.11%

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)

Resourced provision

What does this mean?

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

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (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	72%	61%	Above
2024/25 (revised)	70%	62%	Close to average
2023/24 (final)	77%	61%	Above
2022/23 (final)	69%	60%	Above

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	84%	74%	Above
2024/25 (revised)	81%	75%	Close to average
2023/24 (final)	92%	74%	Above
2022/23 (final)	81%	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	81%	72%	Above
2024/25 (revised)	81%	72%	Above
2023/24 (final)	84%	72%	Above
2022/23 (final)	78%	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	84%	73%	Above
2024/25 (revised)	81%	74%	Close to average
2023/24 (final)	89%	73%	Above
2022/23 (final)	84%	73%	Above

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	48%	46%	Close to average
2024/25 (revised)	45%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	57%	46%	Close to average
2022/23 (final)	44%	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	66%	62%	Close to average
2024/25 (revised)	60%	63%	Close to average
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	67%	60%	Close to average

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	59%	59%	Close to average
2024/25 (revised)	60%	59%	Close to average
2023/24 (final)	71%	58%	Above
2022/23 (final)	52%	58%	Close to average

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	67%	60%	Close to average
2024/25 (revised)	70%	61%	Close to average
2023/24 (final)	64%	59%	Close to average
2022/23 (final)	67%	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	48%	68%	-20 pp
2024/25 (revised)	45%	69%	-24 pp
2023/24 (final)	57%	67%	-10 pp
2022/23 (final)	44%	66%	-22 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	66%	80%	-14 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	71%	80%	-8 pp
2022/23 (final)	67%	78%	-12 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	59%	78%	-19 pp
2024/25 (revised)	60%	78%	-18 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	52%	77%	-26 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	67%	80%	-12 pp
2024/25 (revised)	70%	81%	-11 pp
2023/24 (final)	64%	79%	-15 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	79%	-13 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)	3.7%	5.2%	Below
2023/24 (3 term)	4.2%	5.5%	Below
2022/23 (3 term)	4.9%	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)	9.3%	13.3%	Below
2023/24 (3 term)	9.4%	14.6%	Below
2022/23 (3 term)	12.1%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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.

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, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://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
W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright