

# Inspection of Valley Invicta Primary School At Aylesford

Teapot Lane, Aylesford, Kent ME20 7JU

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Inspection dates: 10 and 11 May 2023

<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	Good

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

Pupils thrive at this exciting, nurturing and inclusive school. There is a welcoming, friendly and purposeful atmosphere and a strong sense of community. Pupils are happy and enjoy learning. Parents appreciate this culture, with one saying, 'Strong leadership from the top, coupled with excellent teaching and support staff, makes for a very happy environment.' The school's values of respect, resilience, responsibility, cooperation and individuality are deeply embedded and very ably demonstrated by the pupils in all that they do.

Leaders' expectations are highly ambitious for the academic and personal development of all pupils. This is reflected in an exceptionally rich curriculum and pupils' exemplary behaviour and attitudes. Bullying is very rare. Pupils have absolute confidence that staff will deal quickly with any issues should they occur. Pupils feel very safe in school. They have highly positive and trusting relationships with staff. Children in Reception settle very well and learn the routines of the school quickly.

Pupils are provided with many opportunities to take on leadership responsibilities. They make an active contribution to the school community and take their roles as 'ambassadors' seriously. Pupils take great pride in their school, their achievements and the achievements of others.

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

The headteacher is determined and uncompromising in his drive to ensure that all pupils, including the most disadvantaged and pupils with special educational needs and/or disabilities (SEND), have the very best learning experiences. As a result, leaders have created an impressive and vibrant curriculum.

Teachers build on pupils' knowledge and skills exceptionally well. Leaders are quick to identify pupils with SEND. The curriculum is carefully constructed to ensure that these pupils enjoy the same opportunities to learn alongside others. Staff adapt learning expertly and provide appropriate support and resources to ensure that all pupils learn the curriculum successfully and achieve highly. In Reception, the curriculum links clearly to key stage 1 and beyond. Activities are very well organised, so children are fully involved and concentrate extremely well. Children develop curiosity, independence and resilience. Well-resourced classrooms and outdoor areas encourage the development of early reading and number skills. There is an essential focus on developing children's vocabulary, which continues throughout the school.

Subject leaders are extremely skilled and knowledgeable. They work exceptionally hard and provide teachers with valuable guidance and training. Teachers have expert subject knowledge. Leaders have established an excellent approach to teaching and learning, which ensures a consistently high-quality education for all pupils across all subjects and year groups. Teachers check pupils' understanding

very effectively and use this information to skilfully adapt teaching so that nobody falls behind.

Pupils learn to read with accuracy and confidence. Leaders ensure that there is highly effective and consistent teaching of the agreed phonics scheme. Pupils learn the sounds they need to help them read quickly. Books are carefully matched to sounds pupils know to help them develop fluency. Staff identify those pupils who need extra support swiftly and give them additional help to keep up. Reading for pleasure is promoted right from the beginning. As soon as children start at the school, in Reception, they are encouraged to develop a love of stories, rhymes and songs. Teachers read aloud regularly in all classes. Pupils are introduced to a wide range of diverse and challenging quality texts and poetry. Earning an ERIN bear (Enjoying Reading Inspires Novelists) and entering related competitions motivates pupils to read widely and often. Pupils' reading skills mean that they can access the wider curriculum fully.

Leaders provide a rich personal development curriculum. This fosters pupils' well-being but also develops their characters exceptionally well. Pupils understand British values. They are extremely respectful and accepting of others with different beliefs, backgrounds, cultures or ways of learning. Pupils behave outstandingly well and take responsibility for their own behaviour. Their very positive attitudes to school and learning ensure high levels of engagement in all lessons. Leaders' focus on the development of pupils' personal skills and attributes, as well as their academic achievement, means pupils are exceptionally well prepared for the future.

The headteacher has created an effective team of dedicated leaders and staff. There is a strong culture of mutual support and teamwork. Staff appreciate the high-quality training and the strong collaboration with other schools in the trust. Staff know that leaders listen to them and are considerate of their workload and well-being. They feel valued and exceptionally proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Policies and procedures are clear and robust. Staff are well trained in safeguarding matters and quickly identify and record any concerns. Leaders take swift and appropriate action, including involving external agencies where appropriate. They ensure that pupils and families get the help they need.

Pupils learn how to keep themselves safe online and in the local area. Parents agree that their children are safe, with one saying, 'I feel reassured that my child is safe and cared for during the school day, and her well-being is their priority, as it is mine.'

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140168
<b>Local authority</b>	Kent
<b>Inspection number</b>	10256306
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	389
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nick Ware
<b>Headteacher</b>	Billy Harrington
<b>Website</b>	<a href="http://www.aylesford.viat.org.uk">www.aylesford.viat.org.uk</a>
<b>Date of previous inspection</b>	18 and 19 January 2022, under section 8 of the Education Act 2005

## Information about this school

- Valley Invicta Primary School At Aylesford is part of a multi-academy trust called Valley Invicta Academies Trust.
- The headteacher took up his substantive role in September 2022. He was previously the deputy headteacher and then the acting headteacher.
- The school does not currently use any alternative provision.

## Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, other leaders and staff.

- Inspectors met with members of the board of trustees and members of the local school board.
- The inspectors carried out deep dives in these subjects: early reading, science, geography and languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects and observed some pupils reading to a teacher.
- To inspect safeguarding, inspectors spoke with leaders, staff and pupils. They looked at the single central record of recruitment checks and safeguarding records. Throughout the inspection, inspectors considered and checked the culture of safeguarding within the school.
- Inspectors reviewed a range of documentation, including the school improvement plan and the school's evaluation of its effectiveness.
- Inspectors observed pupils' behaviour in lessons and around the school during playtimes and lunchtimes. They talked to pupils, formally and informally, about their learning, what behaviour is like and whether they feel safe at school.
- Inspectors considered the responses to Ofsted's online surveys for staff, pupils and parents and spoke to some parents at the beginning of the school day.

### **Inspection team**

Margaret Coussins, lead inspector	Ofsted Inspector
Andy Platt	Ofsted Inspector
Catherine Cottingham	Ofsted Inspector

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