

# Inspection of a school judged good for overall effectiveness before September 2024: Patcham Junior School

Ladies Mile Road, Patcham, Brighton, East Sussex BN1 8TA

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Inspection dates:

8 and 9 October 2024

## Outcome

Patcham Junior School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

Pupils thrive in this welcoming school. The school's motto of 'be curious, not judgemental' is embedded into the life of the school. Pupils are proud of their school. They value the high level of support and care they receive from staff. Pupils are happy and safe. They described the school as 'fun', 'exciting' and 'amazing'.

Pupils are polite and behave well. They know that if they are worried about anything they can speak to any adult or put a concern in the 'worry box'. Pupils said that bullying can sometimes happen. However, staff listen and resolve things immediately. Pupils are confident that teachers care about what they say and help them when they need it.

Staff have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Relationships between staff and pupils are extremely strong and based on mutual respect. Pupils spoke with great enthusiasm about the many opportunities on offer which deepen their knowledge and understanding further. They enjoy attending after-school clubs such as choir, football and cross-country. Pupils also enjoy the educational visits that staff organise to enhance their learning, for example visits to the Brighton Pavilion, a Roman villa and the local church.

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

The school has sustained the good standard of education since the previous inspection. Leaders, including governors, are passionate about providing the best-quality education for their pupils. Pupils achieve well and are ready for their next stage of education.

The curriculum is broad and ambitious. In most subjects, the school has identified the important knowledge and skills it wants pupils to learn. For example, in mathematics,

teachers design activities that require pupils to revisit and reuse knowledge they have learned previously. This helps to strengthen understanding. However, in a few subjects, the exact order of learning is at an earlier stage of development. This means pupils cannot always see how their learning builds and connects over time. The school recognises this and has developed a clear strategy to develop the curriculum in an organised and manageable way.

Pastoral care is a strength of the school. The welfare needs of all pupils are well identified and catered for. Staff are skilled at supporting pupils with SEND. Well-trained staff provide therapeutic care for pupils in multi-sensory areas, such as the 'nurture room' and the 'sensory room'. The school works closely with families to ensure that pupils with SEND develop genuine and trusting relationships. The school also works effectively with a range of external specialists to help provide bespoke support. As a result, pupils with SEND achieve well.

The school has placed reading at the heart of its curriculum. Pupils experience a wide range of texts that bring variety, diversity and high levels of engagement. A new phonics scheme has been introduced since the last inspection to support pupils at the early stages of learning to read. Extra support is provided for pupils who start to fall behind with their reading knowledge. The school ensures that pupils' early reading books match closely to the sounds that they know.

The school is calm and orderly. Pupils behave well in and around the school. Pupils really value the school's rules and rewards. Robust and effective systems are in place to ensure that pupils continue to attend school regularly and on time.

Personal development is a strength of the school. Opportunities to perform, work together and compete in sporting events help to develop pupils' resilience and independence. Pupils relish the opportunity to develop their leadership skills as part of the school council. Council members play an active part in looking after their environment. Pupils learn to respect people's differences and diversity well.

Staff morale is high due to the collaborative culture that exists at the school. They appreciate the clear focus on managing their workload and looking after their well-being. All staff said they are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school's curriculum thinking, including its assessment of pupils' learning, is not as well developed in a few subjects. This means that teachers are not able to finely tune

what they teach and pupils are not able to connect with and build on prior learning well enough. The school needs to ensure that teachers use the most effective strategies to check what pupils know so that pupils can learn equally well across the breadth of the curriculum.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in May 2015.

## 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>             | 114372                                                           |
| <b>Local authority</b>                     | Brighton and Hove                                                |
| <b>Inspection number</b>                   | 10341315                                                         |
| <b>Type of school</b>                      | Primary                                                          |
| <b>School category</b>                     | Community                                                        |
| <b>Age range of pupils</b>                 | 7 to 11                                                          |
| <b>Gender of pupils</b>                    | Mixed                                                            |
| <b>Number of pupils on the school roll</b> | 340                                                              |
| <b>Appropriate authority</b>               | The governing body                                               |
| <b>Chair of governing body</b>             | Marion Rajan                                                     |
| <b>Headteacher</b>                         | Alister Sutherland                                               |
| <b>Website</b>                             | <a href="http://www.patchamjun.org.uk">www.patchamjun.org.uk</a> |
| <b>Date of previous inspection</b>         | 13 May 2019                                                      |

## Information about this school

- There have been some changes to the governing body since the last inspection.
- The school runs a breakfast club for pupils.
- The school does not currently use any alternative provision.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- During the inspection, the inspector met with the headteacher and senior leaders. The inspector also met with representatives of the governing body, including the chair of governors. He talked to a representative of the local authority.
- The inspector looked at pupils' work, curriculum plans and spoke to leaders and pupils about their learning in different subjects.

- The inspector gathered evidence to explore the impact of pupils' behaviour and the school's wider curriculum.
- The inspector looked at the school's own evaluation and development plans.
- To evaluate the effectiveness of safeguarding, the inspector: 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 views of pupils, parents and carers, and staff were considered through Ofsted's online surveys.

### **Inspection team**

David Harris, lead inspector

Ofsted Inspector

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