

# Inspection of Brook Infant School and Nursery

Salterns Road, Maidenbower, Crawley, West Sussex RH10 7JE

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Inspection dates: 19 and 20 June 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

The school's ethos of 'Learning with Love and Laughter' filters through everything at 'The Brook'. Staff are ambitious for pupils, with high expectations set for both academic development and personal growth. This inspires pupils to have a positive attitude towards their learning and to achieve well.

Children get off to a flying start in the Nursery and Reception years, where they are nurtured in a carefully designed setting that allows them to flourish. The school works closely with parents and carers, particularly in supporting pupils with special educational needs and/or disabilities (SEND). Pupils who require extra support and who shared their views during the inspection were full of praise for the school.

The atmosphere in school is calm and purposeful. Most pupils behave well. Pupils insist that there is no bullying. They know that adults will help them if they have any concerns. The school is notably committed to promoting pupils' social and emotional development. Pupils with SEND are fully involved in the life of the school. As one parent described; 'All of the staff get to know the children as individuals and support them to be the best versions of themselves'.

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

Early years provision is a strength. Knowledgeable and well-trained staff expertly develop children's language and communication. Children quickly learn how to play, concentrate, and learn alongside their friends. The environment is carefully designed to meet the needs of all children and in all areas of learning. As a result, children develop well and are prepared for moving on to key stage 1.

The school has an ambitious curriculum. It starts in the early years and has been designed to be equally accessible to all pupils, including those with SEND. In most subjects, staff have clearly outlined the key knowledge to be taught in each year group and how it builds on what pupils have learned previously. In a small number of subjects, this work is less well developed.

Across the school, teachers have good subject knowledge. Where the curriculum is most established, such as in English and mathematics, teaching is highly effective. In these subjects, staff use modelling well to explain new learning clearly. They revisit important knowledge regularly to help pupils remember it long-term. Skilful checks on pupils' understanding are then used well to adapt learning, so that future work builds securely on what pupils already know. This enables pupils to learn successfully over time. In a small number of subjects, where the curriculum is less developed, work is not as well-matched to what pupils already know, and so learning is less effective.

The school is highly inclusive. Every effort is made to ensure that pupils with SEND are involved in all aspects of school life. Staff work tirelessly to support pupils with

SEND in accessing the curriculum. The school seeks external advice to ensure that they are making the right decisions for individual pupils.

The school has prioritised reading with the introduction of a new phonics programme. Staff are well trained and accurately identify when pupils need extra support. Reading books match the sounds that pupils are learning. Pupils are encouraged to read widely and often and proudly show off their 'reading diaries'. As a result of the school's approach to the reading curriculum, all pupils develop increasing confidence and fluency in their reading.

The school's personal, social and health education (PSHE) curriculum is well organised. It helps pupils to learn about fundamental British values, the importance of staying physically fit and to develop an understanding of other faiths and cultures. However, wider opportunities beyond the curriculum for pupils to develop their talents and interests are limited.

Pupils attend well. Staff work positively to support families and pupils who need further help to improve their attendance. Overall, pupils behave well. Staff model positive behaviours and encourage positive attitudes to learning. However, a small number of pupils occasionally demonstrate some low-level disruption. When this happens, it is not always addressed effectively, which can be distracting for others.

The school is well led. Leaders and governors have a clear vision for the school. Governors understand their statutory duties and discharge them effectively. However, in some areas of school improvement, governors do not evaluate the impact of leaders' actions as effectively as they could. Staff are very positive. They feel listened to and enjoy working 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)**

- In a small number of subjects, teachers do not check what pupils know as carefully as they could. This means teachers do not identify gaps in pupils' knowledge or address them precisely enough through future learning. The school needs to ensure that assessment is used consistently well across the curriculum to inform future teaching, so that it routinely builds on what pupils already know.
- A small number of pupils struggle to meet the high standards of behaviour that the school expects of them. As a result, learning is occasionally disrupted. The school should continue its work to ensure that all pupils and staff clearly understand expectations and consequences and that they are applied consistently.

- The school's wider offer beyond the taught curriculum, is limited. This means pupils do not currently benefit from a wide selection of opportunities to develop talents and interests. The school must ensure that the personal development opportunities, beyond the academic and technical curriculum, are broad, and accessible to all, so that pupils have the opportunity to develop a range of talents and interests.

## 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>	131602
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10321919
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Matt Brown
<b>Headteacher</b>	Sarah Cox
<b>Website</b>	<a href="http://www.brookinfant.school">www.brookinfant.school</a>
<b>Dates of previous inspection</b>	25 and 26 April 2023, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

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

- 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 considered that in their evaluation of the school.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors met and spoke with leaders, staff, pupils, parents, governors and representatives from the local authority.
- The inspection team conducted deep dives into early reading, mathematics, physical education, and art. They discussed the curriculum with subject leaders, teachers, and pupils, visited lessons, and looked at samples of pupils' work. The

inspectors also met with leaders to discuss curriculum thinking in writing and looked at samples of pupils' work.

- Inspectors considered 58 responses to the Ofsted Parent View questionnaire. They also considered the responses to the confidential staff survey and the views of pupils gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, considered 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.
- Inspectors met with the school special educational needs and/or disabilities co-ordinator (SENCo).

### **Inspection team**

James Stuart, lead inspector

His Majesty's Inspector

Cathy Reid

Ofsted Inspector

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