



Crescent School

An independent school for 4-11 year olds

## Information booklet 2019/2020





## Welcome

A very warm welcome to the Crescent School and our information booklet. This booklet is intended to give you an insight into the school and its philosophy as well as the wonderful staff who work here. You will also find lots of practical information that will help you navigate through your early days and weeks and hopefully also serve as useful reminders in the terms ahead.

The first thing that strikes visitors to our school is the special sense of purpose that there is here combined with a genuinely caring and nurturing atmosphere. Every child here is unique and everyone has their place in our shared community. Teaching staff are determined to go the extra mile to help your children achieve everything they are capable of. This philosophy applies inside the classroom, on the sports field and in all of our co-curricular pursuits as well.

As Headmaster I look forward to meeting you personally over the coming terms and hope that this booklet provides you with all that you need to know as you start off on your journey at the Crescent. Do feel free to ask if you have any questions as we are always happy to help.

**Joe Thackway**  
Headmaster

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# Crescent School

## The Princethorpe Foundation

The Princethorpe Foundation welcomes children of all denominations and provides co-educational, independent day schooling with a strong Christian ethos. We support and nurture children from age two to eighteen years, through Little Crackers Nursery, Crackley Hall School, Crescent School and Princethorpe College.

## Mission Statement

The mission of Crescent School is to provide an outstanding all round education for its pupils. To achieve this goal we strive to create an environment that is caring, nurturing, and supportive of the needs and interests of every child and with an awareness of our place in the wider community. We are a school with Christian values and traditions and also welcome children of different faiths and those of no faith.

## Ethos

As a school community, Crescent School shares certain core values and beliefs. We seek to foster and develop the qualities of kindness, tolerance and mutual respect in a safe and caring environment, where staff and families work together to deliver an inspiring, challenging and varied curriculum.

Our shared values are expressed in the **Crescent School Promise:**

Good Friends	Good Learners	Good Citizens
We are kind to each other	We work hard and try our best	We try to keep safe and be responsible
We forgive each other and work things out together	We never give up and always try again	We respect everyone and we are tolerant
We are gentle and caring	We are calm and sensible	We are honest and tell the truth
We use our manners all the time	We listen and don't interrupt	We keep our school tidy and take pride in our clothes and our uniform



These simple guidelines and convictions, shared by staff and pupils, are at the heart of everything that we do.

## Crescent School - Looking Forward

Crescent School is a thriving co-educational Prep school based in Bilton, Rugby. We are a genuinely caring community where every child is given the opportunity to shine and be the best they can be.

Whilst we are an academic school we also provide a wealth of co-curricular opportunities to children in a wide range of areas - sport, music drama and art. We work hard to prepare children for their next steps, be it within the Princethorpe Foundation or beyond.

Crescent merged with The Princethorpe Foundation in September 2016. The merger brings many benefits to both parties in terms of long term security, opportunities for development and shared resources, expertise and leadership. As a result of the merger pupils also have opportunities for a broader range of teaching, learning and extra-curricular activities.

Originally founded in 1948 (having informally started in 1946) as a school for the children of Rugby School masters, it was housed in Rugby School buildings. Having opened its doors to children living in Rugby and the surrounding district, it outgrew these premises and, in 1988, purchased a purpose built school in Bilton, a leafy residential suburb of Rugby.



# Governing Body

Chair of Trustees	Mrs Elizabeth Griffin, BSc, PGCE, CTC
Trustees	Mrs Caroline Cook** Quintin Cornforth, BSc Michael Fletcher BSc* David Jackson, MInst AM, HNC Business Studies* Charlie Jenkinson, BA, CIPS, MILT Mrs Elizabeth Kenward BA, PGCE, CTS Mrs Pat Lines, Cert Ed Mrs Caroline McGrory MA (Oxon), LPC Ms Teresa McNamara, B Phil, Cert Ed Colin Russell, IEng, ACIBSE, MBA Kieron Shaw MBE, MSc, FCIS Commodore Bernard Warner





# Staff

## Leadership Team

Joe Thackway, BA, PGCE	Headmaster
Mrs Bryony Forth, BSc, PGCE, NPQH	Deputy Head, Head of Curriculum & Assessment, Year 5 Teacher (Mathematics, Geography)
Mrs Helen Morley	Finance Manager and Registrar
Mrs Sam Stapleton, BSc, QTS	Head of Wellbeing, Deputy DSL, Year 3 Teacher, (RE and PSHE)
Alan Webb, BEd	Assistant Head, Head of Pre-Prep, Designated Safeguarding Lead, Head of Pastoral Care, Year 2 Teacher
Mrs Sarah Webb, BEd*	Assistant Head, Year 6 Teacher, Educational Visits Co-ordinator, Events Manager (English)

## Foundation Team

Ed Hester, MA (Oxon), PGCE	Senior Head
Mrs Melanie Butler, BA	Foundation Assistant Head - Marketing, Admissions and Communications
Andy Compton, BA, PGCE, MA	Foundation Assistant Head - Director of Digital Strategy
Alex Darkes, BEd*	Foundation Assistant Head - Development
Neil McCollin, BA, QTS	Foundation Director of Sport
Edward Robertson	Foundation Grounds Manager
Michael Small	Foundation Head of Estates
Eddie Tolcher, BA, ACIB, MCMI, TechIOSH***	Foundation Bursar, Company Secretary and Clerk to the Trustees

## Teaching Staff

Mrs Julie Barnes, BA, PGCE	(Music, Latin)
Mrs Jo Byrne, BSc, PGCE	(Art & Design, Science)
Mrs Lisa Emery BSc, PGCE	Year 1 Teacher
Mrs Rachel McCollin BSc, PGCE	(Games, Science)
Mrs Ellie Monteith, BEd	Year 4 Teacher (SMSC)
Matt Phillips, BEd, QTS	(PE and Games, Computing, Co-Curricular Activities)
Mrs Claire Pullen, BEd	Reception Class Teacher
Mrs Claire Tatton, PGCE	(French, Spanish)
Miss Kim Thompson, BA**	(Speech & Drama)
Mrs Amanda Yates, BSc, PGCE	Year 6Y Teacher (History)

## Teaching Assistants

Mrs Nadia Barnett BA, MA, PGCE
Mrs Lynda Brazier, BA (Learning Support)
Mrs Steph Calder, NVQ L3
Mrs Laura Collie, BA with QTS
Mrs Sally Dowling, BSc**
Ms Michelle Hanson, NNEB
Mrs Jodie Nelson
Mrs Amanda Noyce, RGN, Cert EYP (open) (Level 4)
Mrs Debbie Olnet, BTEC Diploma
Mrs Clare Robinson, BA
Miss Alice Wren, City & Guilds in Learning Support
Miss Ania Wrzesniacka

## Support Staff

Caretaker: Wayne Pithie
Catering Manageress: Mrs Jane Slatcher
Catering Staff: Mrs Trudy Green, Mrs Lesley Shallcross and Ms Ros Weir
Cleaners: Mrs Linda Linford and Mrs Lesley Shallcross
Facilities Manager: Paul Higgins
Headmaster's PA/Administrator: Mrs Clare Robinson, BA
IT Technician: Michael Ostrowski
Marketing & Communications Co-ordinator: Mrs Charlotte Hancock, BSc, PDip
Press and PR Officer: Mrs Helen Stephenson, BA, DipM
Receptionist/Administrator: Mrs Claire Tucker

## Before and After School Care and Lunchtime Supervisors

Mrs Michelle Hanson, NNEB
Mrs Carol Lusty
Mrs Jyoti Mistry
Miss Ania Wrzesniacka

\*Old Princethorpeian \*\*Old Crescentian

## Staff Profiles



### Joe Thackway – Headmaster

I am a local Warwickshire lad. The shire for me where I grew up was the fields and the lanes around Packwood and Lapworth, just south of Solihull. As I grew older I developed a bad case of wanderlust that ended up taking me across the British Isles and beyond. I studied history at Aberystwyth and then moved on to

the bright lights of the big city in Cardiff, where I trained to be a teacher and also met my future wife, Mandy. After a brief sojourn teaching in Birmingham I (we) then moved to Prague in the Czech Republic, just two years after the Velvet Revolution. I was quickly put in charge of one of the school's sites and had to learn the local language pretty rapidly. This involved dealing with the local service providers; school milk, swimming baths and so on, none of whom spoke a word of English. I continued the international experience moving to teach in the United Nations school in Vienna as head of a large year group where we welcomed children from all four corners of the Earth. As our children reached school age we decided as a family to move back to the UK, firstly to Sheffield, where I taught Geography and History up to age 13. I then made the big move back home and have been living quite close to where I grew up for the last 12 years, teaching and working as Deputy Headmaster at Hallfield in Edgbaston until 2017 and I have just completed two exciting years in charge here.

Throughout my life I've had a great thirst for adventure, as well as a love of sport. I have undertaken lots of different challenges, including cycling from Land's End to John O'Groats solo, and I followed this up last year with a similar north-south cycle through France. I've trekked in the Sahara, run marathons, climbed Mount Kilimanjaro and walked far and wide across the hills and mountains of Britain and Europe. From a sporting perspective, although I'll watch and play most sports, my first love is football and I've played at various levels up until relatively recently.

I still love to be in the classroom and sports field with the children and, although in recent years my career has taken me away from this to some extent, I have made sure I have kept up with my geography teaching here at Crescent.



### Ms Bryony Forth – Deputy Head

I attended St Albans High School for Girls in Hertfordshire and Studied Applied Sciences at Wolverhampton University where I also studied my PGCE (Primary) in 1997. I worked in Walsall, West Midlands in two state primary schools for six years. I returned to college more recently and was awarded my NPQH (National

Qualification of Headship).

I started as the Year 3 teacher at Crescent in September 2003, became Deputy Head in September 2006 and I moved to Year 5 in September 2009. During my teaching career I have been Head of Science, SEN, Head of Geography, but ultimately being Head of Mathematics is where my heart and enthusiasm lies.

I was a Leading Maths Teacher for Walsall LEA, working with newly qualified and experienced teachers from many schools in the borough, sharing good practice. My aim is for all children to say Maths is one of their favourite subjects by making it enjoyable and relevant for them.

My free time is dedicated to my family where sharing small and large adventures and experiences around our lovely country is a real joy. For myself, I blog, I read and I draw (not as much as I would like) and my secret talent is pumpkin carving! I love an art gallery as well as live music or shows. It's been a while, but I can ride a motorbike.

I think that providing a safe environment to learn is paramount and by that I mean children should not be afraid to try. If you fail on the first attempt, learn, move on and try again. As long as a child is trying their hardest to progress, that is all a teacher can ask for and that is the type of pupil that makes the job so satisfying when they do inevitably have successes. The core business of school is to provide the teaching of skills in order that children will be confident lovers of learning who will be useful successful adults.



### Alan Webb – Assistant Head - Head of Pre-Prep and DSL

Having completed my degree in Oxford in 1992, I initially taught within two state primary schools in Northamptonshire; largely specialising in teaching year groups 1-4, taking on various co-ordinator roles including

English, Science, PE and SEN and a time as Acting Headteacher.

In 2006 I moved to take on the Head of Pre-Prep position at Crescent School which became Assistant Headteacher within a year and sees me primarily teaching Year 2 along with Year 1 Science. I have responsibility for the overall development of the Reception to Year 2 (Pre-Prep department) and liaison with Pathfinders based at Crescent School, alongside being the Designated Safeguarding Lead for the school and overseeing the pastoral care of all children.

I have a passion to instil in children a love of school and learning and to fill them with confidence and high levels of self-esteem within an environment that rewards effort and thought for others. From this starting point, and with staff and parents pulling in the same direction, there is no end to what can be achieved. The extent to which this is achieved at Crescent is something of which I am extraordinarily proud.

In my spare time I love to watch live sport, to read and to travel to new places.



### **Mrs Sarah Webb - Assistant Head**

Having always wanted to be a teacher I left Princethorpe College after my A-levels and achieved a BEd (Hons) degree at Westminster College which was part of Oxford University. I then taught at a variety of state and independent schools in Warwickshire across the junior age range.

I started at Crescent School in 2001 at the same time as my daughter started in Reception here and my son was already in Year 1.

My role has developed over the years and now as Assistant Head, I co-ordinate Open Events, Junior da Vinci and educational visits, alongside leading English and teaching Years 5 and 6. Being a Year 6 class teacher is a privileged role as I help prepare children for senior school and guide them with their destinations. A highlight of the year is accompanying Year 6 on their week long residential to Devon in their final term with us.

My role as teacher is to give the children a 'have a go' confidence through positive reinforcement and active learning, I know the children as individuals and each can be inspired to achieve in different ways, I like to give the children time and find it is important to listen to what they have to say, this helps me to have a good understanding of them and be able to help them in the best possible way on their school journey.

In my spare time I like to catch up with my grown up children, read, watch live music, go to the theatre, travel, go to gym and see my friends.



### **Mrs Sam Stapleton - Head of Wellbeing**

I had always dreamt of becoming a teacher but somehow found myself working as an Occupational Therapist after gaining my BSc at the University of Derby. After having my two boys, I made the decision to stop working for the NHS and become an accredited registered childminder, and in 2010, was lucky enough to secure a TA role at Crescent School. Even more exciting was the opportunity to complete my GTP with QTS with the support of the school and I have been employed as the Year 3 Teacher since 2013. As well as teaching Year 3 English, Maths, RE, Technology and PSHE. I have a new role to develop as Head of Wellbeing, and by working closely with Mr Webb and the SLT, we can design and implement a whole school approach to our pastoral care together.

I will continue to be the subject co-ordinator for PSHE ensuring the Jigsaw Programme of Study is being taught across the school and that the Protective Behaviours Programme provides all the children with strategies to use at home and in school. I will also continue to be the subject co-ordinator for RE where I will be teaching all children from Year 2 to 6 and supporting Year 1.

Since the new syllabus launched by RE Today in 2017, the new key questions enable relevant information, discussion and experiences in lessons and with my strong Christian faith, I am looking forward to contemplating other views and belief systems across the new curriculum.

My husband and I love travelling and having adventures with our boys. In my rare quiet moments, I love to read and journal, or sit in a café with a coffee and watch the world go by.



### **Mrs Julie Barnes**

I was ten-years old when I decided that I wanted to be a music teacher. I studied for my BA (Hons) in Music at Bristol University and my PGCE at Bath College of Higher Education.

My first teaching post was Director of Music at another independent school where I worked until I had my children, Emily and James (twins)

in 1992. I started teaching cello at Crescent School in 1995 and was appointed Director of Music in 1997, where I have remained ever since. I love working with children and trying to pass on to them the enjoyment I gain from making and listening to music.

As well as teaching Music to the whole school, from Reception to Year 6, I also teach cello, piano and singing on an individual basis at Crescent. I run the Choir and Orchestra at Crescent, as well as co-ordinating the visiting music teachers and other music groups.

As a student I played in a number of orchestras, including the Kent Youth Orchestra, but since moving to Rugby I have concentrated on singing. I am a member of several choirs in Coventry, including the Cathedral Choir, where I am an alto Choral Clerk, the Coventry Cathedral Chorus, the Coventry Singers and Amici.

I occasionally play my cello in Gala Concerts and the big Christmas Eve 'Journey to Bethlehem' service at the Cathedral. I also enjoy conducting the Coventry Cathedral Chorus and other choirs when I have the opportunity.

I also enjoy ballroom dancing, gardening, cooking, walking, crosswords and reading.



### **Mrs Jo Byrne**

Having graduated with a Sports Science (Hons) degree I moved onto doing a PGCE at Loughborough University with PE and Biology. Since then I have always loved teaching and started my career in a secondary school in Hampshire teaching PE, Games and Science. I very quickly realised that I particularly enjoyed

working with the younger age groups and when the opportunity arose I moved onto a very large primary school where I taught all subjects for six years. I then moved up to Rugby with my husband and worked as a supply teacher and had part-time teaching jobs whilst bringing up our children.

For the last thirteen years I have worked at the Crescent teaching Science, Art, Design and Sport, developing a passion for these practical subjects.

My experiences in a large number of very different schools makes me realise what a special school the Crescent is. I have enjoyed the ethos and atmosphere so much that my own children have attended the school.



### **Mrs Lisa Emery**

Having completed a business degree at Loughborough University, where I met my husband, I embarked on an exciting career in advertising and marketing. While early morning flights across Europe to deliver a 9 o'clock presentation and late nights to prepare them worked well before children, it wasn't possible

when our three children arrived. I re-trained as a Registered Childminder, moved into schools as a TA before moving to Warwick University to qualify as a teacher completing my PGCE specialising in Early Years.

I am a firm believer in the ethos of, "Tell me and I forget, teach me and I may remember, involve me and I learn". At Crescent, we are blessed with small class sizes and large classrooms which enables learning to be hands on, individual, interactive and fun. I am a great advocate of outdoor learning and look to develop this passion further. The Early Years are fundamental in developing a love of learning and it is a real privilege to be the Year 1 form tutor and be involved so early on in a child's learning journey.

I love football - I am a huge Manchester City fan and love going back to the Etihad to watch games. Apologies in advance for any conversions to the blue side of Manchester. My weekends are also spent watching junior football with my son and being part of my daughters' love of theatre. I enjoy cycling and hill walking and visiting friends and family.



### **Mrs Rachel McCollin**

I graduated from the University of Salford with a BSc Hons in Sports Rehabilitation. After working with a number of football and rugby clubs I decided to take a year out to travel around Asia and Australia before embarking on my PGCE at the University of Cheltenham and Gloucester. I then returned home to Rugby where I took

my first teaching post at Harris C of E School as teacher of PE and Science. I worked at Harris for 14 years within a number of different roles including Associate Senior Leader in charge of Gifted and Talented and Pupil Leadership across the school and Head of PE.

Having had my own two children within this time it became clear how important it is to inspire and foster a love of learning from an early age, this is what has led me to change to primary education, the desire to develop core skills and give pupils the building blocks to aim high.



### **Mrs Ellie Monteith**

In 1997 I graduated from University College Chester with a BEd in six subjects, and my first appointment was as a Year 5 teacher and boarding house assistant at St Olave's School in York. This was a school I knew well, having attended the senior school, St. Peter's, as a boarder. I fully immersed myself in school

life; teaching, boarding duties, days out, residential trips and drama productions. I even met my husband there, and we married in 1999 in the St Peter's School Chapel.

The next ten years was action packed; I taught mainly English and Maths, but also ICT, History, Geography, Science, RE and PE to various year groups. By 2007 we had run a boys' boarding house and had our first child and during that year we had the opportunity to move to Rugby with my husband's job.

In 2009 I entered Crescent School for the first time and I could feel immediately what a happy and special place it was. I had two children by then, and was keen to get back in the classroom. I did supply teaching to start with, then DT and ICT, and then our third child arrived in 2011.

Since 2012 I have been the Year 4 Form Tutor, teaching English, Maths and PSHE and Year 2 and 3 History. I enjoy this immensely, and I aim to bring energy and enthusiasm to all that I do. It is wonderful to work in a school which values friendship and kindness so highly, and it is gratifying to see the children progress and gain confidence as the years go by.

I am now the SMSC Co-ordinator (Social, Moral, Spiritual and Cultural) and I am excited by this challenge; I am looking forward to liaising with colleagues to bring together a picture of how we, as a school, promote and celebrate these four important areas of education.



As my husband is a Housemaster at Rugby School, we now live in a boys' boarding house once more, and family life is busy. We have a hectic schedule during term-time, but in the holidays we love seeing friends and family, going out for meals, and exploring new places in this country and abroad.



**Matt Phillips**

I graduated from Newman College of Higher Education, specialising in Physical Education and Sports Studies. I then had experience teaching in state schools and dealing with children with a range of different backgrounds. With sport and a rounded education being so important to me, I decided to move into the

independent sector and taught Games at Twycross House School in Leicestershire. I was there for two years, teaching children from Year 4 to Sixth Form before I applied for the role at Crescent School.

Teaching and sport has always been part of my life. By 18, I was organising local hockey and football tournaments and coaching my own junior sports teams. I have coached junior county cricketers at Warwickshire and Leicestershire, with some going on to play professional cricket. I have played hockey for Nuneaton, Hampton-in-Arden and currently play for Coventry and North Warwickshire. I refereed football quite a lot when I was younger and there was a time when I had to choose whether to pursue it as a career or not. I chose not! Although these are the sports that I choose to put my time and effort into, I love all sport and believe that there is a physical activity for everyone. I also think that sport can offer a lot of life lessons.

I had a well-rounded education when I was a child and was taught the value of a love of learning. I believe that all children should have the same. I take a keen interest in all subjects. I play piano, saxophone and guitar and was Head of Music at my first school, including directing the choir. I enjoy creative writing as well as logic. I was brought up a Catholic and so have a deep understanding of the Christian faith.



**Mrs Claire Pullen**

I graduated from Westminster College, Oxford in 1995 with a BEd/English degree. I have since taught in two Catholic primary schools in Birmingham and Leamington Spa. I have worked across the primary age range in both Key Stage 1 and 2, most recently specialising in early years - teaching Reception for the past ten years.

I joined Crescent in 2017 as the Reception teacher and feel proud to be part of the team. My aim is to make school as much fun as possible and hopefully spark a love of learning that lasts a lifetime. I encourage children to be creative, resilient and independent so they are ready and eager to face challenges.

I have two daughters and any spare time is currently spent renovating our home near Warwick. I love animals and recently adopted two cats; Wilbur and Gilbert. As a family we enjoy travelling, going to concerts and countryside walks.



**Mrs Claire Tatton**

I was born in France, on the border with Belgium. Within a year, my family relocated to the beautiful historic city of Lyon, in the South East of France, where I completed all my education. After 21 years in the same place, it was time to spread my wings and thanks to the Erasmus programme, I completed the final year

of my Law degree at the University of Leicester. After studying then working in both Leicester and Lyon for the next four years, I chose England – or maybe England chose me when I met a boy and became engaged! My teaching career took me around the country and in a range of educational establishments until I settled in Leicestershire where my husband's family is from.

I have a passion for languages and studied English, Latin and Russian whilst growing up and German and Spanish as an adult. Teaching children is undoubtedly my vocation and I have been a teacher for over 25 years. I have boundless energy and I am annoyingly enthusiastic and positive!

I love nature, wildlife and animals in general. In my spare time, I enjoy walking my dogs in Leicestershire and on the Norfolk coast. I am a keen gardener and have an interest in keeping and preserving garden produces, including pressing my own apple juice and making jams, cordials and alcoholic drinks such as cider! I love chocolate and I am an improving amateur baking. I enjoy spending time outdoors, walking, picking fruits, chopping kindling and splitting logs too! I also enjoy socialising and eating out with family and friends.

My husband Richard and my son Joseph are long life supporters of Leicester City Football Club. Whilst sport is not my thing, I'm no good at doing nothing! When I eventually stop and sit down, it is usually by our wood burner with a box of chocolates and a Spaniel or two by my side.



### Miss Kimberley Thompson

After graduating from Chester University with a degree in Drama and Theatre Studies I started my career teaching Drama at secondary schools, as well as gaining experience out of school running drama and dance workshops, Saturday theatre schools and private LAMDA lessons.

I joined Crescent school in 2013 teaching Speech and Drama from Year 3 to Year 6, helping them to develop their speech, improve their confidence on stage and inbed a theatre knowledge from a very early age. My university training and previous acting and directing experience has given me a 'hands-on' insight into the world of Performing Arts. I have directed a number of plays and musicals at Crescent School including 'Joseph and his Technicolour Dreamcoat', 'James and the Giant Peach', 'Bugsy Malone' and more recently 'Honk Jr!'.

In my spare time I continue to act on stage, I also hand-paint ceramics, enjoy long distance running and relish travelling world-wide and experiencing new cultures.

Drama, Acting and Theatre has been my passion from a very early age and as an Old Crescentian myself, I am so fortunate and proud to be able to teach this practical and applied subject at such a wonderful school, building pupils' confidence and self-esteem so that they are confident not only on stage but also in their daily routines.



### Mrs Amanda Yates

My teaching career began in 2004 after gaining a BSc (Hons) in Human Biology followed by a PGCE in Primary Education at Warwick University. I taught all subjects of the curriculum for many years in a large three form entry junior school in Warwickshire where I gained a wealth of experience and revelled in the full and varied role of a class teacher.

Our first child was born in 2008 and as our family continued to grow, I became part time until I eventually left my role after the birth of our third child. After enjoying being at home with the family for two years, I began supply teaching locally where I taught across the whole primary range. It was during this time that I came to Crescent School for some supply work.

Instantly I was struck by the calm and engaging learning environment and the delightfully polite and happy children I encountered, this has certainly been evident during my time at Crescent.

I am a firm believer in excellent pastoral care and as a Year 6 teacher I will strive to build strong working relationships

with the children I teach and my priority will be ensuring that all the children in my class are happy and enjoying school whilst working to achieve their own individual full potential.

Outside of school, life as a mum of three (and a Labrador!) is busy. As a close knit farming family we are often found enjoying family celebrations or roaming the countryside on our bikes. We love spending time with our friends and their children having BBQs or Sunday roasts. My husband and I enjoy going out for child-free meals and on rare quiet occasions, I can be found curled up in a comfy chair with a cup of tea, a biscuit and a good book!

# Teaching Assistant Profiles

## Nadia Barnett

I was born in the Midlands but grew up in cosmopolitan London. At school I particularly enjoyed English and History. After completing my A-levels, I gained a BA in History from University College London and went on to complete an MA in Culture, Race and Difference at Sussex University.

After University, I worked within public libraries and was involved in various reading initiatives, aimed at increasing library usage. I particularly enjoyed running Under 5 sessions for parents/carers and their children and leading reading groups. I also worked for a period at the Home Office in London.

In 2004, I returned to full time education and trained to be a Primary teacher. I also met my husband at this time. Upon qualifying, I relocated to Hertfordshire and taught Key Stage 1 in a wonderful school in Potters Bar. Whilst expecting our first child, we relocated to the Midlands due to my husband's work.

After having my three children, I took part-time work that fitted around the demands of the family. This included volunteering in a local school in lower and upper Key Stage 2 and working as a Teaching Assistant in Year 4 and also in Key Stage 1. I really enjoy working as a Teaching Assistant at the Crescent and supporting children with their learning.

I am a Christian and as a family we worship at a local church in Rugby. I enjoy being creative in the kitchen and love Caribbean cuisine. I am also a keen baker. In our free time, as a family, we enjoy going for walks and visiting country parks, museums and the theatre.

## Mrs Lynda Brazier

Following my graduation from Warwick University with a BA Hons degree in Early Childhood Studies, I spent three years at Crescent School, working within the classroom as well as areas of learning support, developing strategies to ensure that children reach their full potential.

Prior to joining Crescent School, I spent two years at Crescent Nursery as well as working within the Reception Class. I also ran 'Introduce girls to golf sessions' at Rugby Golf Club. Some of the girls I taught are now working as golf professionals either at clubs around the country or on the US golf tour!

I took over the role of SENCO in 2010. I have a wealth of ideas and strategies to get the most out of children and I strive to create an exciting teaching environment because I am passionate that children learn best when they are strongly motivated.

I am married to Des and we have two children, who have now left school. Both of them attended Crescent School and Princethorpe College.

I am an energetic person and love being outdoors and exploring the countryside with my dog! Together (with husband in tow) we have walked Hadrian's Wall, climbed Snowdon and Scafell and this year we plan to climb Ben Nevis! Before having children I played golf at county level and still enjoy playing socially. I also enjoy skiing, gardening, travelling and going to gym classes. I enjoy being part of a team, making a difference to children's education and always look forward to new challenges each year.

## Laura Collie

After gaining a First Class BA Hons degree in Upper Primary and Lower Secondary teaching from Brighton University in 2008, I was delighted to be appointed as a Year 5 Class teacher at Brighton College Prep School.

During my four years at Brighton Prep I met my husband to be and decided to fulfil a jointly held ambition to teach abroad. We got married in the summer of 2012 and two weeks later we were embarking on a new life in Hong Kong as newlyweds and teachers at Kellett, the British International School of Hong Kong.

After four exciting years in Hong Kong which afforded us much valuable experience and great travel opportunities, we decided to return to the UK to be closer to family. After an absence of almost 15 years, my husband and I are very happy to be established in my hometown of Rugby and to be raising our own little family. I have loved returning to the classroom and making an enthusiastic contribution to the Crescent School community.

## Mrs Sally Dowling

I graduated from Brighton University having completed a BSc (Hons) Sport Science degree and for the next nine years I worked in London, firstly in the health and fitness industry and then in the sports marketing sector. When I moved back to Warwickshire I decided it was time to follow my dream and began my career in education, working in a primary school in Northamptonshire having been accepted onto a PGCE course at Warwick University. I consider myself very lucky to now have a job in the school where I was educated myself. It is still the same warm, caring and supportive environment that I remember as a girl.

Sport has always been a hugely important part of my life. I was inspired by my family and teachers through school and have continued to play team sports ever since. I believe my passion for and participation in sport has brought me so many benefits and I aim to inspire the children at Crescent to always try their hardest to improve, to play every game to the best of their abilities and to make sport FUN!

## Mrs Stephanie Calder

I have been working at Crescent School since 2013. I started in the Nursery for one day a week while I was undertaking a Level 3 Teaching Assistant qualification. I was then appointed to my current job as Teaching Assistant in Year 4. I also assist in running the library and run a library club every Monday lunchtime. I love assisting the PE staff when going to matches out of school.

As well as working at Crescent School I have been a parent here for several years. My daughter, Grace, is now at Rugby High School and my son, Finlay, starts at Princethorpe College in September.

At the weekends we enjoy spending time outdoors, usually watching the children play sport, rugby, hockey and netball or walking our dog, Murphy.



### Ms Michelle Hanson

I began working at Crescent School as a supply Nursery Nurse in their Nursery in 2008. I was asked to work one-to-one with a child in Year 3 who needed extra support during lessons. I worked with him through to Year 6 until he left to go to Lawrence Sheriff.

Now I work in Year 3. Previously I took time out to be a full time mum to my daughter, Aiyana. Before being a mum, I worked at Kingsley School in Learnington Spa and Tile Hill in Coventry, both wonderful experiences.

I enjoy Yoga, running with friends and meditation in my spare time.

### Mrs Jodie Nelson

Hailing from Sheffield I headed off to Birmingham University after finishing my A-levels to study a BEd Hons degree and from there I met and married my husband Chris.

For several years I successfully managed the offices of a large manufacturing company in Coventry until the arrival of my first child. From that moment on, I had the greatest and most rewarding job ever as a full-time mum. Two more boys came along in quick succession soon after my eldest went into Reception – all three of my boys have attended the Crescent from Nursery and my eldest has now moved on to King Henry VIII School.

Whilst fulfilled in my role as mum I also managed to fit in a little supply Level 3 TA work at a variety of state schools, worked as a lead invigilator and also covered whole year assessments in Maths and English in a local senior school.

I have also trained as a Scout Leader, running a large Beaver Scout group of 35 young people and five adult leaders. In this role I learned many new skills; on weekly meeting nights, I planned and executed exciting tasks for all our young people, who had a very wide range of abilities, organised camps and nights away, as well as keeping up to date on all safeguarding procedures and first aid for youngsters.

Term-time and weekends with three boys can be very chaotic, but when I do get time to myself I love to read, entertain, meet up with friends and generally socialise and I do love a visit to a National Trust or English Heritage site.

### Mrs Amanda Noyce

Having studied nursing at the Queen Elizabeth Hospital in Birmingham, I began a twenty-year career in the NHS, becoming a senior sister on the Neonatal Unit at Birmingham Heartlands Hospital. In 2000, while my youngest daughter was in Crescent Nursery, I was invited to the school to talk to the children as part of the focus on 'People Who Help Us' – and I never left! By the time my daughter had reached Reception, I had retrained with the Open University and was working as the Deputy Manager in the nursery. Although the children in nursery were much bigger than the babies I'd been working with in Birmingham, I felt the older pupils in Reception calling me! I am now a Level 4 Teaching Assistant for this age group and it has been my privilege to start these children off on their school journeys for over twelve years. I have since put my experience as a nurse to good use, and am now also the first aider for the school.

Crescent is a special place for my family – both of my daughters attended from Nursery to Year 6 and took great pride in representing the school as Yellow House Captain and Head Girl during that time. They also found lots of enjoyment playing defence for the netball team so my husband and I donated the 'Noyce Cup' to ensure that the work of other young netballers would always be recognised. Now that my daughters are in their twenties, it's just me left at Crescent - but I think I've got the record for the longest 'People Who Help Us' talk!

### Mrs Debbie Olnor

I grew up in Sevenoaks, Kent and I took at BTEC Level 3 in Early Childhood Studies at West Kent College. I then nannied for seven years, working for one family for five of those seven years. I moved to Rugby in 2003 and started working at Rugby Montessori Nursery School and in 2004 I married Matt. I started to work at Crescent School in 2006 as a TA to Year 1 and 2.

I enjoy supporting teachers and experience a variety of teaching methods and subjects by working with different staff. I especially enjoy the classroom learning, working with small groups of children on a 1:1 basis and listening to reading. I have taken Year 3, 4 and 6 on residential trips over the past few years and have enjoyed watching them grow and mature into confident young people. I am a qualified paediatric first aider, and I find the caring side of my job rewarding.

In 2009 our son Joshua arrived and I am so proud that he is being educated at Crescent School. My faith is paramount in my life and I St Matthews and St Oswalds church in Rugby. I love spending time with my family and friends. I enjoy cooking, especially baking. I relax by reading, going out to eat, going to the theatre and being in the good company of friends.

### Miss Alice Wren

I started working at the Crescent School, in September 1992. I started working voluntarily as a classroom assistant moving around the junior classes and doing various other jobs that were needed doing around the school. I read daily with Year 1 and 2. My dad was Headmaster of the Crescent School between 1992 and 2000. I have been at the Crescent School for 27 years and I absolutely love my job. I am so proud to be working in such a friendly and caring school.

### Miss Ania Wrzesniacka

I was born and raised in a small town in Poland. I took exams similar to English A-levels and went to University in Kalisz, studying to become a teacher. In the meantime, I was taking care of a girl with additional needs and helping my mum with health problems at home. I also took part in many activities organised for children over the summer, such as holiday clubs or summer camps. I had to take my second year at university twice, and after failing it again I came to England to do an Internship in Youth and Children Ministry in BEC Church in Bilton, Rugby. I fell in love with this place (although I think that Poland is the most beautiful country in the world!) and when I heard I could apply to be a TA at Crescent School, it was my dream come true.

I love Crescent School, the fact that it is not very big gives a family atmosphere, I felt extremely welcome here from day one.





## Support Staff Profiles

### Helen Morley

Many years ago, when I was still at school myself, my dream was to become a forensic scientist. Back then the school's career advisor suggested my talents lay elsewhere and so my first steps into the world of work began at Lloyds Bank. With a background then fully rooted in finance, I spent a brief spell with Scottish Widows, moving on to work in administration and payroll for a small nursing home group following the birth of my two children.

I first started working at Crescent School in October 1998 when I was employed as full-time school Secretary and Assistant to the Bursar which was a new role in the school. My financial career apparently made me the perfect choice! Whilst still slightly disappointed about not pursuing forensic science as a career, "This is obviously where my talents lie!", I thought to myself.

The responsibilities of a Registrar were soon added to my role and, when the then Bursar retired in 2008, I took on most of his responsibilities and my title changed to Finance Manager and Registrar. Following the merger with Princethorpe College, my role has evolved again but still not edging towards forensics unfortunately... I am ever hopeful though!

I have thoroughly enjoyed watching the journeys of the Crescent children over the years – I cannot quite believe that some of the little ones I enrolled into the Nursery when I first arrived here, have now left university to take on careers as far away as USA and Australia! Some of them even have children of their own.

In my spare time I enjoy reading (including crime novels of course), walking (both with and without our lovely dog) and entertaining and socialising with our friends. I am also kept busy at weekends with my grown up children and my three beautiful grandchildren.

### Clare Robinson

I graduated from Aberystwyth University with a BA (Hons) in American Studies (a combination of Literature, History and Economics) in 1995 and moved to the Midlands in 2000 when I met my husband.

After working for some time in PR, Marketing and Human Resources, I took a break to embark on the greatest of adventures...parenthood! I returned to work once my children started school and was excited to become a part of the Crescent School staff firstly as the School Uniform Shop Manager in 2012 and then Clerk to the Governors and Administrator. In September 2017 I started another exciting chapter as I moved into the role of PA to the Headmaster. I am also a Games Teaching Assistant on Wednesday and Thursday afternoons where I get the opportunity to pass on my love of sport to the children.

My own children attend Crescent and Princethorpe, where they are both thriving. They also play for local hockey and cricket clubs, my husband plays cricket and I dived into 'Back to Hockey' last year so I spend quite a lot of time between sporting fixtures, at cricket matches and freezing on various touchlines around Warwickshire. I even do a little running around myself!

### Claire Tucker

I am a Devon girl having lived there for 37 years residing in Exminster, Teignmouth and Rockbeare. I worked for Devon and Cornwall Police for several years as the Force Liaison Officer where I managed the Inspections from Her Majesty's Inspectorate of Constabulary (HMIC). It was a very interesting role. We then moved to Rugby for my husband's job and I initially commuted to Exeter in the week but life changed when our beautiful daughter came along. I took time out to be a full-time Mummy and then secured a role at Princethorpe College.

I never thought a job would come up at Crescent School and was so happy to take up the post of Receptionist/Administrator. I love being the friendly face of the school and being able to help parents/visitors with any queries or issues they have.

Most of my spare time is taken up with my daughter and her various activities. When time permits I love to read and catch up with friends or attending concerts and sporting events with my husband.

## Admissions Process

Most of our pupils enter at Reception, though pupils are welcome at any age dependent on a place being available. Places in other years are limited and in years where there is no place available we operate waiting groups.

A meeting with Joe Thackway, the Headmaster, is a key part of the admissions process. We encourage prospective parents and pupils to visit us both formally and informally to get a true flavour of the school. We hold various Open Events throughout the year, including a specific Reception Open Evening in November, which prospective parents and pupils are most welcome to attend.

Our Registrar, Mrs Helen Morley will be pleased to talk you through the admissions process and current availability, contact her on **01788 523851** or email [admissions@crescentschool.co.uk](mailto:admissions@crescentschool.co.uk). See Key Admissions Dates and our website for further details, [www.crescentschool.co.uk](http://www.crescentschool.co.uk).

### Reception 2020

#### Early Bird applicants

Siblings of Crescent pupils, those attending Pathfinders Nursery, and any external candidates with a strong interest in a place in Reception, are able to apply early and take advantage of a priority application process. The deadline for taking advantage of this priority arrangement is **Monday 25 November 2019**. Please return your completed Registration Form with the accompanying fee of £50 (non-returnable) by this date. Your child will be visited in their nursery setting by one of the Early Years Team, and subject to availability and a satisfactory visit offer letters will be sent out first class on **Monday 16 December 2019** with a Confirmation of Acceptance Form, which we ask you to complete and return to us together with a deposit of £300 by the acceptance deadline of **Monday 6 January 2020**.

#### On-time applicants

Applicants interested in a place in Reception following similar timescales to the state application process, need to register by the deadline of **Monday 3 February 2020**; once we have received your completed Registration Form and accompanying fee of £50 (non-returnable) your child will be visited in their nursery setting by one of the Early Years Team. Subject to availability and a satisfactory visit, offer letters to applicants will be sent out first class on **Friday 6 March 2020** with a Confirmation of Acceptance Form, which we ask you to complete and return to us together with a deposit of £300 by the acceptance deadline of **Monday 27 April 2020**.



### Current Reception to Year 6

Applications for places in the current Reception to Year 6 will be treated on an individual basis as places are limited. In years where there is no place available we operate waiting groups. Please contact Helen Morley, our Registrar to discuss these on an individual basis.

Should the possibility of a potential place be available you will be invited in to meet with Mr Thackway, the Headmaster, then if appropriate you should complete a Registration Form and return it with the accompanying fee of £50 (non-returnable), after which time your child will be invited in for a taster day.

During the taster day children will be assessed both formally and informally. Children in Year 3-6 take a short online assessment to help us gauge their current levels of understanding. Younger children may have a reading age assessment and of course will produce written language and number work as part of their day in school.

Once a taster day is arranged, we will contact you to advise that we plan to seek a reference from your child's current school. Following the taster day, confirmation of a place being offered would be made in writing subject to a satisfactory reference being received.

To secure your place return your completed Confirmation of Acceptance Form with a deposit of £300 within 14 days of the date of the offer being made.

The final deadline for applications and completed registration forms for entry in September 2020 is **Friday 22 May 2020**. All incoming pupils need to have completed the admissions process by **Friday 12 June 2020** to enable your child to attend our Induction Morning. (Although a place at Crescent School may become available after this date, and applications will be processed, we cannot guarantee availability of places.)

*Note: Deposits are refunded after the end of the final term which the pupil spends at the school.*

#### Induction

New pupils are given the opportunity to familiarise themselves with the school, staff and fellow pupils when they are invited to our Induction Morning in the Summer Term.

#### Bursaries

Bursaries are available for pupils wishing to join Crescent School, these are normally awarded to children from Year 3 and above. Application forms are available from the Foundation Bursar's office and from our website. Completed applications should be forwarded to the Foundation Bursar with supporting documentary evidence.

Applications for bursaries are normally reviewed by external consultants.

# Fees and Conditions

## Autumn 2019 - Crescent School

**Registration fee** - £50.00 (non refundable)

A non-returnable deposit of £300 will be requested at the time of a place being offered, and this will be refunded after the end of the final term which the pupil spends at the school. Please see the School's Terms and Conditions for information on how and when the acceptance deposit may be refunded.

### Fees

<b>Reception</b> including lunch	£3,114 per term
<b>Year 1 and 2</b> including lunch	£3,227 per term
<b>Year 3 to 6</b> including lunch	£3,397 per term

Pupils Personal Accident and Dental Insurance, which is compulsory for all pupils, is included in the termly fees.

### Reception class where claiming free entitlement

Children are entitled to 15 hours a week free-of-charge for the school year. The entitlement starts the term after the child turns three and ends the term after they turn five or at the end of Reception, whichever is earlier.

Where parents are in receipt of the free entitlement then the charge for additional services is:

**Reception** additional services including lunch £2,430 per term

Pupils Personal Accident and Dental Insurance, which is compulsory for all pupils, is included in the termly fees.

### Payment of fees

Fees are due on or before the first day of each term. Parents can view their accounts and bills for each term using the Parent Bills and On-line Payment site on the website. Advice is sent by email when bills become available for a new term.

Parents are requested to make payment to us in the following ways:

- direct debit.
- direct bank transfer, please state billing reference number and send to:

<b>Bank</b>	HSBC Bank plc
<b>Account Name</b>	The Princethorpe Foundation - Crescent School
<b>Sort Code</b>	40-39-11
<b>Account Number</b>	62294834

Parents are asked to be vigilant in respect of any communications purporting to be from the Foundation requesting money that do not match our normal procedures.

**Please note:**

- invoices are only available through the on-line parent fee portal;
- our bank account details will NOT change during the academic year 2019-20;
- if you receive an email purporting to amend our bank details, do not make any payment and please contact us by telephone immediately to clarify;
- we do not email details of unsolicited discounts for payment of funds.

Please contact the Bursary if you have concerns about any communication you receive and in particular if you receive any request for payment of funds outside our normal routines.

*Please note we do not accept payment in cash for the fee bill.*

See the School's *Terms and Conditions* for further information about the payment of fees.

### School fees protection

The charge for this optional scheme is 1.37% of the tuition fee after any discounts have been applied.

*Please note that trustees are unable to refund fees in the event of illness or disruption to a school term.*

### Late payment of fees

Interest is charged for late settlement of fees at a rate of 6% per annum or part thereof. Letters relating to late payment of fees are charged at £10.

### Sibling discount

Discounts on the main tuition fee are automatically applied to siblings (5% for second and third sibling, 10% for fourth and subsequent siblings) and apply whilst there are two or more children attending schools in the Foundation\*.

\* including Princethorpe College, Crescent School and Crackley Hall, but excluding children attending the Little Crackers Nursery.

### Optional charges

<b>Milk</b>	£13.50	per term
<b>Early Birds care</b>	£2.90	one session per child
<b>First hour to 4.45pm</b>	£5.70	per child including drink & biscuit
<b>Over one hour, up to a maximum of two hours (5.45pm)</b>	£9.95	per child including tea
<b>Late collection from 6.00pm</b>	£10.00	per half hour or part thereof
<b>Learning Support</b>	£16.50	per half hour for individual lessons

### Lunch

Lunch is included in the fees for all year groups.

### School extras

Charges for extras incurred, such as excursions, theatre visits etc. are added to the next term's fee invoice.

### Music and extra-curricular activities

Music lessons are available for various instruments. Music fees are negotiated with, and invoiced separately to, parents by tutors to whom enquiries and payments should be directed.

Similar arrangements apply to extra curricular activities provided by external agents.

## Terms and conditions

Those who pay a deposit to secure a place, subsequently turning it down before admission, will forfeit the deposit in its entirety. The school requires a term's notice of a pupil's departure from school; this requirement also applies for pupils joining the school. Parents should ensure they are familiar with the school's terms and conditions.

We reserve the right to seek confirmation that all fee liabilities to a previous school have been fully discharged before the pupil enters Crescent School.

Interest is charged for late settlement of fees at a rate of 6% per annum or part thereof. Letters relating to late payment of fees are charged at £10.

Bursaries are available for qualifying applicants. Please speak to the Headmaster for further details.

### Withdrawal

One full term's notice, in writing, is required in the event of a pupil being withdrawn from the school. A half of a term's notice is required for the termination of music lessons. The School reserves the right to charge the appropriate fees in lieu of notice.

**The School reserves the right to resign the charge of any pupil:**

1. who, in the opinion of the Head, is unlikely to profit from a further stay in the School;
2. who, by misconduct, has, in the opinion of the Head, prejudiced the right to belong to the School community;
3. whose fees have not been paid. In such an event, no consideration will be given to repayment or remission of any fees.

Full Terms and Conditions are available on request or from our website [www.crescentschool.co.uk](http://www.crescentschool.co.uk)

*\*Princethorpe College, Crackley Hall School and Crescent School.*



### Term Dates - 2019/2020

#### Michaelmas Term

Monday 2 September to Wednesday 18 December 2019

#### Half Term

Saturday 19 October to Sunday 3 November 2019

#### Lent Term

Monday 6 January to Friday 27 March 2020

#### Half Term

Saturday 15 February to Sunday 23 February 2020

#### Trinity Term

Monday 20 April to Wednesday 1 July 2020

#### Half Term

Saturday 23 May to Sunday 31 May 2020

### Term Dates - 2020/2021

#### Michaelmas Term

Tuesday 1 September to Wednesday 15 December 2020

#### Half Term

Saturday 17 October to Sunday 1 November 2020

#### Lent Term

Tuesday 5 January to Friday 26 March 2021

#### Half Term

Saturday 13 February to Sunday 21 February 2021

#### Trinity Term

Monday 19 April to Tuesday 6 July 2021

#### Half Term

Saturday 29 May to Sunday 6 June 2021





## Practicalities

### The School Day

The school day begins at 8.40am, but to help busy families we are open from 7.45am until 5.45pm.

Many children stay on after school for homework, clubs, performing arts or sporting activities.

7.45 - 8.15	Early Birds (chargeable)
8.15 - 8.40	Children go out to the playground
8.40 - 8.45	Enter the building
<b>8.45 - 9.05</b>	<b>Registration/Assembly</b>
9.05 - 10.05	Lesson 1
10.05 - 10.20	Break
10.20 - 11.20	Lesson 2
11.20 - 12.20	Lesson 3
<b>12.20 - 1.45</b>	<b>Lunch (2 sittings)</b>
1.00-2.00	Lesson 4a (Years 3, 4, 5 and 6) (Wednesday and Thursday)
2.00-3.45	Sports afternoon (Years 3, 4, 5 and 6) (Wednesday and Thursday)
1.45 - 2.45	Lesson 4
2.45 - 3.45	Lesson 5
<b>3.30</b>	<b>Home Time - Reception Class</b>
<b>3.45</b>	<b>Home Time - Years 1 to 6</b>
3.45 - 4.45	Co-curricular Activities
3.45 - 5.45	After School club (chargeable)

### Visiting Music and Extra-Curricular Providers

Mrs Di Fisher, BA (Open) & Dip Music	(Brass)
Miss Holly Jones, BA Mus	(Flute)
Mrs Leigh-Anne McGaughey, AIDTA	(Dance)
Mrs Magdalene Parmenter	(Dance)
Mathias Svensson, BA Mus	(Violin)
Wil Russell, BA Mus	(Guitar)

Fees for individual Music tuition and other extra-curricular activities provided by external agents, are negotiated with, and invoiced separately to parents by the external providers to whom enquiries and payments should be directed.

### Co-curricular Activities

There are a range of co-curricular clubs that take place at lunchtime, after school and sometimes before school. These rotate each term and sometimes every half term. Some of these activities are paid sessions (usually when outside agencies are used) and others are free of charge. Many of our clubs and activities are open to all children and some are by invite only, with focus on extending the more-able pupils.

There are lots of sporting and musical clubs but we aim to broaden the experience for our pupils with a range of clubs, such as Science, Cookery and Philosophy to name but a few. We are always open to suggestions for new clubs to provide. Activities after school run from 3.45-4.45pm. Parents can sign up for clubs via the SOCS system.

### Example Co-Curricular Timetable

Before School	Lunchtime	After School
<b>Monday</b>		
Accelerated Reading/ Spellzone	Library Club	Choir for Years 3 & 4
Violin Group (invite only)	Craft Club for Years 3 & 4	Hotshots Basketball for Years 3 – 6
	Ballet Year 3	
	Philosophy Club (invite only)	
	Ballet for Reception & Year 1	
	Football Competition for Years 5 & 6	
<b>Tuesday</b>		
Accelerated Reader and Spellzone	Ballet for Years 5 & 6	Cookery for Years 1 – 4
Flute Group (invite only)	Chess Club for Years 3 – 4	Fencing for Years 3 – 4
	Netball Club for Years 3 – 4	Programming Club for Years 3 & 4
	Ballet for Year 4	Games for Years 5 & 6
	Programming Club for Years 5 & 6	
	Times Table Challenge for Years 3 – 4	
	Library Club for Years 1 – 4	
<b>Wednesday</b>		
Accelerated Reader and Spellzone	Mini Brass	Jewellery Club for Years 1 & 2
Whacky Music for Years 3 - 6	Number Bonds Challenge for Years 1 & 2	Gym Club for Years 3 – 4 (07/02 & 14/02 only)
	Library Club for Years 1 – 4	Science Club for Year 6
		Contact Rugby Years 3 – 4 (31/01 & 14/01 only)
<b>Thursday</b>		
Accelerated Reader and Spellzone	Ballet for Year 2	Drama Club for Years 3 – 6
Brass Group for Years 3 – 4	Lego Quest for Years 1 & 3	
<b>Friday</b>		
Accelerated Reading/ Spellzone	Art Group for Year 4 & 6	Orchestra (invite only)
	Ball Skills for Years 3 – 4	



## Uniform

Almost all items of uniform and kit, excluding footwear, are obtainable from the School Shop, which is located at Princethorpe College.

The Shop Manager is Nicola Browne, she can be contacted on 01926 634272.

**School shop opening hours during term time are as follows:**

Monday to Friday 3.30pm – 4.30pm

During the school holidays the shop is open by appointment only. This is particularly useful for new parents who need to buy the complete range of uniform etc as they will be the sole customer at the time and waiting will be avoided.

Current parents wishing to place an order need to complete an order form, which is available from the school office. Orders will be made up and available for collection from Crescent School each Tuesday and Friday during term time. Alternatively, parents can collect the order from the school shop at Princethorpe College during the shop's opening hours, or by prior arrangement from Princethorpe College's main reception.

**All clothing, including underwear, socks and footwear, must be marked with the child's name.**

*Note for safety: Earrings are not to be worn in school at any time.*

**Listed items are compulsory unless stated otherwise.**

\* Denotes items that must be purchased from School Shop.

## Girls

### General

- Black winter coat
- Grey blazer with badge
- Grey skirt (Year 5 and 6)
- Grey pinafore (Reception to Year 4)
- White blouse (short-sleeved preferred for Reception to Year 2)
- Green cardigan
- House tie (elastic Reception to Year 2; standard Year 3 to 6)
- Flat black shoes – traditional style with secure fastening
- White or Grey knee length socks or grey tights
- Green long-sleeved overall for Science/Art/Technology
- Shoulder bag with logo (Reception to Year 2)
- Backpack with logo (Year 3 to 6)
- Music Bag (Year 3 to 6)
- Hair accessories in school colour green (available from School Office)
- Green and white striped scarf (optional)
- Green gloves (optional)
- Green winter hat (optional)

### Games Kit

- T-shirt (Reception to Year 2)
- Polo (Reception to Year 6)
- Cycle shorts (Reception to Year 6)
- Skort (Year 3 to 6)
- Rugby shirt (optional for Rugby/Football)
- Black rugby shorts (optional for Rugby/Football)
- Green hoodie with school logo (optional for Reception, can be worn as a layer under the School Tracksuit)
- Tracksuit with school logo (compulsory for Year 3 to 6, optional for Year 2)
- Green jogging bottoms (Years 1 & 2, optional for Reception)
- Green Hockey/Football socks (Year 3 to 6)
- Shin pads (Year 3 to 6)
- Mouthguard (Year 3 to 6)
- Short white socks
- Black plimsolls (Reception to Year 1)
- White lace up (Velcro optional for Year 2) trainers with a minimal amount of coloured trim and logos (Year 2 to 6)
- Football boots – studs not blades (Year 3 to 6)
- Hockey stick
- Plain black swimming costume (Year 1 to 6)
- Swim hat
- Small green backpack for swimming kit
- Green drawstring bag – small (Reception to Year 2); large (Year 3 to 6)
- White top and black bottom sport base layer (optional)

### Summer

- Grey blazer with badge
- Green and white striped dress
- Straw boater (optional)/green school sunhat
- Black shoes

## Boys

### General

- Black winter coat
- Grey blazer with badge
- Grey trousers
- White shirt (short-sleeved preferred for Reception to Year 2)
- Green school jumper
- House tie (elastic Reception to Year 2; standard Year 3 to 6)
- Flat black shoes – traditional style with secure fastening
- Grey socks (knee length with shorts)
- Green long-sleeved overall for Science/Art/Technology
- Shoulder bag with logo (Reception to Year 2)
- Backpack with logo (Year 3 to 6)
- Music Bag (Year 3 to 6)
- Green and white striped scarf (optional)
- Green gloves (optional)
- Green winter hat (optional)

### Games Kit

- T-shirt (Reception to Year 2)
- Polo (Reception to Year 6)
- Black shorts
- Rugby shirt (Year 3 to 6)
- Green hoodie with school logo (optional for Reception, can be worn as a layer under the School Tracksuit)
- Tracksuit with school logo (compulsory for Year 3 to 6, optional for Year 2)
- Green jogging bottoms (Year 1 & 2 optional for Reception)
- Green hockey / football socks (Year 3 to 6)
- Short white socks
- Black plimsolls (Reception to Year 1)
- White lace up (Velcro optional for Year 2) trainers with a minimal amount of coloured trim and logos (Year 2 to 6)
- Football boots – studs not blades (Year 3 to 6)
- Hockey stick
- Shin pads (Year 3 to 6)
- Mouthguard (Year 3 to 6)
- Black swimming shorts/jammers
- Swim hat (if hair long)
- Small green backpack for swimming kit
- Green drawstring bag – small (Reception to Year 2); large (Year 3 to 6)
- White top and black bottom sport baselayer (optional)

### Summer

- Grey blazer with badge
- Grey shorts (optional trousers when weather is cooler)
- Green school sunhat
- Black shoes

Green text denotes items that must be purchased from School Shop.

Please note that Winter Uniform must be worn from October half term and Summer Uniform from after the Easter Holiday.



## Pastoral Care

The Crescent is an environment where pastoral care and academic progress are given equal weighting in importance. We pride ourselves on knowing the whole child and because staff know their pupils so well, children are fully supported in times of need and achievement and successes are recognised on a day-to-day basis.

Our 'open door policy' allows any concerns to be aired and dealt with quickly and effectively. This means that staff are available, by appointment, to parents before and after school all week. At the core of our ethos are the values encompassed in the Crescent School Promise. All these values pour into the day-to-day life of our school. Whilst the school has a Christian ethos and the Foundation is Catholic we teach the children about world religions through the RE curriculum and welcome contributions from children of other faiths and none.

Our children are encouraged to be open and staff ensure that the voices of even the most timid are heard. We have a minimum of a weekly session of PSHE in each class which involves children airing their views and any concerns they might have or it can be a time when we celebrate kindness and achievement. Any concerns are voiced in a 'no name or blame' culture so that children do not feel embarrassed and this often results in a huge amount of honesty being portrayed.

We also run a Student Council that meets regularly. Children from Years 1 to 6 discuss the minutes of the last meeting with their classes and then feedback at the meetings on any new ideas their peers have had. This has led to a variety of initiatives being put into place and has taught all the staff that the children really do see the school from a different viewpoint and that their voice must be heard. The children elect their student councillors in class each year.

Every Friday morning our school community comes together for a 'Celebration Assembly'. This is a time when we celebrate achievement, effort and success right across the curriculum and often includes rewards for behaviour, kindness and out of school achievements, once again ensuring that the efforts of the whole child are valued and respected.

## The House System

Each pupil is attached to a "House" and will remain with that House for all their time at the school. The Houses are: Yellow (St David), Red (St George) and Blue (St Andrew), with brothers and sisters usually placed in the same House. The Houses are in competition and a shield is presented to the House which gets the most house points over the course of a year. House Points can be awarded for good effort or particularly thoughtful behaviour in any context. During the year some Inter-House sporting competitions are held. These include swimming, athletics, football and netball competitions.

The House Point System operates in order to encourage a high level of effort in all areas of the curriculum on a lesson-by-lesson basis. Each pupil from Year 1 upwards carries a 'credit card' bearing name, house name and date of issue. The reverse side is ruled in squares. Members of staff wishing to award a house point sign their initials in one of the squares and may note the subject. A pupil's total of House Points is recorded on their report. At the final assembly of term prizes are awarded to the two or three pupils in each class for gaining high, or significantly improved totals. At the end of the academic year a house shield is awarded to the house gaining the greatest number of points.

It should be stressed that House Points are awarded for effort and not for achievement related to natural ability. In this way it should be possible, theoretically, for all pupils to compete within the system regardless of ability.





## Roles and Responsibilities

We have a Head Boy and Head Girl at Crescent School, who have a number of public duties.

There are Team Captains appointed in each of the main sports. This allows more children to have the opportunity to help lead their team alongside Mr Phillips and Mrs McCollin. These positions are decided by the sports staff and announced during the year. There are also orchestra and choir captains and librarians.

Each House works as a team, co-ordinated by their House Captain and House Teacher. Each House votes for their Captain, after they have shared a brief speech.

All children in Year 6 work alongside the Reception class, helping them to settle in and guiding them with the School Promise.

The table below shows the responsibilities each House has through the year, changing team each term. The House Captain plays an important part in organising the rotas for these responsibilities.

Eco Team	Duty Team	Pupil Team
Recycling	Door duty	Wet break duty
Litter pick	Ring the bell	Giving out milk
Making sure class doors are shut if empty	Assembly team	Sports leaders
Lost property	Monitor walking down corridor	Homework collection
Tidying up on the playground at the end of lunch		Writing the date

Mrs McCollin works with each house for one day through the year, coaching them the skills needed to be a good Play Leader. She monitors their activity and rewards them accordingly. These Teams help organise and work with younger children in the playground.

These roles and responsibilities give the children more responsibility, increased maturity and develop a range of skills that will serve them well as they move on to their Senior School.

## Friends of Crescent (FoC)

The FoC committee comprises of parent and grandparent volunteers from each school year and representatives from the teaching staff. We meet every half term to discuss our planned events and initiatives for the school. Anyone is welcome to join us with your child being able to attend after school free during this time.

We organise social and fundraising events for both children and parents. Funds raised go towards items used by the whole school.

We also run 'Market Day' cake/sweet sales for each school year, with funds raised spent on items the children choose.

Finally, we offer an opportunity to purchase second hand uniform at very reduced prices.

The FoC organise events and activities such as:

- Children's Film Nights
- Adult Quiz Nights
- Christmas cards and crafts
- Christmas Bazaar
- Mother's Day crafts
- Father's Day crafts
- Filming all the school productions e.g. Nativity plays, Year 6 production
- Children's Disco
- Summer Fête
- Market Days for every year
- Sponsored events in aid of the School chosen charity

Further details of all our planned events can be found at:  
[www.facebook.com/groups/friendsofcrescent](http://www.facebook.com/groups/friendsofcrescent)

Further details on what our committee is about, why we have a FoC, the role of our members, how we raise money and how you can get involved are found in our FoC descriptors documents.

Please pick up your copy from the FoC table inside the area where you drop your child off in the morning.



## An overview of the Curriculum

A broad and balanced curriculum is taught.

The curriculum is covered in three Key Stages: Foundation (Reception class), Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3 to 6).

There is an emphasis on the importance of developing key skills in reading, writing, speaking, listening, numeracy and science. The children also enjoy specialist teaching throughout their time in the school in PE, Music, ICT and Spanish or French. Exposure to these learning opportunities from the age of four helps to develop their learning ability in a most beneficial way. They also have a weekly swimming lesson throughout their years in Key Stages 1 and 2.

Initially children are taught mostly by their class teachers but as they move up the school they are increasingly taught by subject specialists and by the time they reach Key Stage 2 they have five 1 hour lessons a day with a weekly timetable including English, Maths, French or Spanish, Latin (an option in Year 6), Science, Geography, History, Religious Education, ICT, Art & Design, Music, Speech & Drama and Physical Education including Swimming.

## Summary by Key Stage

### Reception (Early Years Foundation Stage)

The Early Years Foundation Stage is statutory in all schools and continues a distinct focus on the needs of children as they enter their Reception year.

The range of adults teaching them are expert at recognising the children's interests and next steps in learning within a play based, caring and fun environment.

The Early Years Foundation Stage is split into seven broad areas of learning to which our children are exposed through a stimulating variety of age and readiness appropriate activities which fully prepare them for the challenges of Key Stage 1 and beyond:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children at Crescent also benefit from new activities and experiences at an early age including Dance, Music, Computing, PE and Spanish lessons all taught by specialist teachers.

During Reception each individual learns through high quality play whereby expert and high ratio adult questioning, and use of rich language progresses learning rapidly. Weaved into this, children's reading, writing and maths becomes more adult led as they are prepared to become confident and secure Year 1 learners who are motivated to reach their full potential.



### Key Stage 1 (Pre-Prep)

Building on the knowledge and experiences gained through their development in the Foundation Stage, from Year 1 the children begin a more formal curriculum. There is significantly less emphasis on play and much more exploration of subject led learning.

This curriculum is based on national guidelines, with extras, and through excellent adult knowledge of the children and consistent praise and reward systems, children are nurtured and encouraged to achieve well beyond age expectations. The core subjects of English, Mathematics, Science, Computing and RE are taught with children also experiencing more structured lessons in History, Geography, Design and Technology, PE, Games and Swimming, Spanish, Art, Drama, Music and PSHE. Many of these are taught by subject specialist teaching staff.

High emphasis is placed on the progression of numeracy, reading and writing. Homework is further developed and children are exposed to a wider range of stimulating extra-curricular activities and outings as they become more rounded individuals. This all contributes to the children being prepared for Key Stage 2.

### Key Stage 2 (Prep)

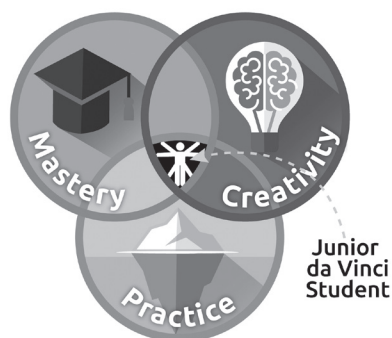
The foundations laid in EYFS and Pre-Prep are built on in the Prep Department. As children grow older, independence and resilience is encouraged and nurtured. In Years 3 and 4, pupils are taught their different subjects by more specialist teachers in specialist rooms, such as Science and Art and Design. Topic work is now distinctive as History and Geography; French and Spanish are taught in Years 3 to 6 as modern foreign languages. Thinking Skills is introduced in Year 4. Form Tutors still teach English and Mathematics up to Year 5. Children are encouraged to reason, explain and conclude. There will be intellectual development, debate, creative and imaginative freedom as well as scientific exploration, independent study and scientific exploration.

In Years 5 and 6, the focus shifts to preparation for secondary school, whichever destination that may be. Children move around school following a timetable, with their bags and equipment to specialist teachers for all subject, this is excellent practice for senior school.

The curriculum is supported by a variety of educational trips covering a range of interests from theatrical and historic to scientific, musical, adventure or sporting. Residential trips start with a night away in Year 3, two nights in Years 4 and 5 and a week away in Year 6.

There is more opportunity in the Prep Department to take part in teams and groups that represent the school. Our Choir and Orchestra are strong and make us proud at school and public events. All children have a chance to perform on stage and compete on a pitch or court, developing confidence and team-building skills along the way.

Assessment across the department is on-going, consistent and structured towards formative and summative assessments.



## Junior da Vinci

The programme, which is an extension of Princethorpe's successful initiative, is named after Leonardo da Vinci because of his iconic status as a Renaissance man. The Renaissance ideal considers man to be boundless in his capabilities for development. It champions the notion that people should embrace all knowledge and develop wide ranging capabilities as fully as possible. In this way, we can encourage the children to extend their potential beyond a 'notional' limit and help them to see that knowledge and learning is not just something that happens to them but is actually an activity in which they can and should take an active part. With this 'growth mind-set' they can remove any limits on their learning and see where a thirst for knowledge, a creative mind and dedication to pursue new learning can take them!

How the da Vinci programme will work in practice:

- All staff members at the school will look out for evidence of mastery, practice and creativity in the work and activities the children partake in.
- When the teachers see evidence, they will award the student a da Vinci merit - at the Crescent this is in the form of a creativity, practice or mastery sticker.
- This will feed into the House rewards system.
- The students are congratulated and recognised during school assemblies for their work, their creativity and their commitment to learning-offering further recognition of their efforts and providing all the pupils with a good model to which to aspire.

Over the course of an academic year, consistently performing students across all three areas, creativity, practice and mastery, are awarded high quality pin badges-which when worn, instigate interesting conversations among the other pupils and visitors to the school.

## Trips and Outings

At Crescent school we believe that learning off site and away from the classroom is a positive and meaningful contributor towards a rounded education for all children.

As such a carefully planned, progressive programme exists each year whereby children can add to their experiences as appropriate to their age and maturity.

All children have the opportunity to join a theatre or Christmas themed outing in Michaelmas term. At other points during the school year Reception undertake a half day outing to a local destination, Years 1 and 2 a full day.

Year 3 sees children stay overnight for Active Learning with Years 4 and 5 similarly for two nights. Year 6 sees children embark on a five night Geography based field trip.

All off site learning is rigorously risk assessed and key information shared in advance with parents.

## Learning Support

We care very much that all our pupils should be happy and achieving with us, and that means that we make it our business to understand how each one of them learns.

If your child needs extra 1:1 help in areas of their learning we have the expertise you need with our specialist SENCO who has ten years experience in dyslexia, dyscalculia and other areas of specialist teaching.

Our pupils benefit from staff who are quick to recognise and refer pupils who need specialist assessment and/or help. Each year we screen for dyslexia at the start of Year 3.

Our goal is to ensure that all children at Crescent School are happy and fulfilled; and providing the right support at the right time is all part of that mission.

There is a charge for the 1:1 sessions.

## Assessments of Children's Progress

During their time at Crescent School children are continually assessed both formally, through tests and assessments, and informally, through observations, questions, marking and other day-to-day methods. We know that children develop at different rates and look to see year-on-year progress based on their individual starting point. By regularly monitoring and tracking their progress, we can quickly spot children who might need extra help or accelerating to the next level.

Our belief is that by teaching the children in a lively, interactive style they will enjoy their learning and make sustained progress.

## Leavers' Destinations

Our aim is to work with parents to ensure their child gets into their first choice of secondary school. We achieve this through our good teaching and pastoral care and clear and honest communication with the schools we feed into.

We are in a unique position being situated among grammar schools and many independent senior schools. Many of our pupils have multiple offers to choose from and a high number of scholarships are awarded. The majority of Year 6 children progress on to Princethorpe College, but children have also been awarded places at Rugby School, King Henry VIII, Warwick School and the local grammar schools.

## Departmental Information

### Art and Design

Crescent School allows all pupils to experience the benefits and enjoyment of studying Art and Design through practical application and passionate teaching. We are fortunate to have a specialist teacher leading standalone lessons for the older pupils who as subject leader co-ordinates a full programme throughout the rest of the school.

Art is important in developing children's awareness of their environment and the development of cultural identity. At Crescent this is done by examining the work of others including iconic masterpieces, experimenting with a wide range of materials and mediums, and encouraging the pupils to analyse their own outcomes within the context of the project starting point.

Typical topics will include cubism in 2D and 3D, exploring fragmenting portraits, developing skills with ceramics and painting, and fantasy houses. Throughout all their work, it is the development of the children's creativity that is paramount so they are constantly encouraged to reflect on their own progress and be involved in collaborative evaluation of their work and that of others.



### Computing (ICT)

Children's ability on the computers improves every year and we need to and are able to keep up to date with the latest ideas. We have our own Computer Suite where the children have a computer each to work on. Also, they have access to tablets to learn about touch screen technology and to support learning. Computing is taught from Reception to Year 6 weekly with pupils learning a wide range of skills from programming to multimedia skills, to understanding how computers work and more. We are currently upgrading our facilities to make them even more beneficial for the children.

We have computers in every classroom as well as an interactive whiteboard or screen. Each subject can book the Computer Suite and use the facilities to enhance learning. Children can use the computers in the morning, at lunchtime and after school as well if needed.

E-safety is taken very seriously with children being taught how to protect themselves against dangers. We use different schemes but have just recently purchased *Gooseberry Planet*. This allows children to learn about e-safety at home and gives access to parents to monitor their own children and learn more about e-safety if they wish. The most powerful defence against dangers online is education.

Children who have moved on to senior school often report that the skills they have learned at the Crescent mean that they are ahead of the class at their secondary school.





## Design and Technology

It is impossible to envision our modern world, especially in recent decades, without the influence of technology shaping the way we live. With the application of design and creative process across so many disciplines that shape our society and culture D&T is important in showing our pupils how they can influence the way they might live in the future. At Crescent we encourage pupils to develop confidence in their ideas when solving problems and presenting concept solutions to answer a range of design challenges.

This may be building bridges, flying kites, controlling fairground rides, pneumatic monsters, making clocks, hat making or planning menus.

D&T lessons are delivered through hands on practical experience that introduce techniques with electronics, mechanisms, food technology, textiles and all-encompassing construction techniques. Analytical skills are developed through evaluating their own developments and existing solutions. Research leads to the development of design specifications that pupils use to formulate their plans and subsequent design work.

## English

Here at Crescent School a love of English is developed through being motivated and confident in reading, writing, speaking and listening. We recognise that the skills of English are implicit in all curriculum areas. The children are taught by class teachers in Reception to Year 4, from Year 5 English is taught by the English specialist.

We aim to help children to develop a love for the English language through the spoken and written word, by developing a literacy rich environment. We explore books as a stimulus; guiding the children to learn the skills required to write in a variety of genres and types of text, building and progressing with their grammar and punctuation as they move up through the school.

Children's reading is listened to by an adult on a daily basis from Reception and through Key Stage 1, allowing for a firm foundation in their skills, this is then supported and extended in Key Stage 2 through the introduction of Accelerated Reading which motivates and tracks what the children are reading.

Spellings are a regular part of lessons from Reception, exploring phonics and spelling patterns through the school, alongside spelling tests to check their learning.

The children are encouraged to have pride in their writing, starting to learn a cursive style from Reception, which progresses through their time at Crescent, developing from pencil to fountain pen through Year 3 and 4, to become accomplished in penmanship.

Our children feel happy and confident and supported in their literacy and so are fully prepared through school for lifelong learning.



## French and Spanish

French and Spanish are taught from Reception to Year 6 by Madame Tatton, a native speaker of French who is a qualified specialist languages teacher.

The curriculum is topic-based so that the children acquire a basic understanding and knowledge of a variety of age-appropriate and relevant topics that will provide a sense of security and enable success. This is achieved through the use of a variety of resources and kinaesthetic methods including repetition, games, flashcards, ICT, songs, role play and worksheets. Every pupil will be able to understand, speak and (in the case of pupils from Year 3) write French and Spanish appropriate to their ability. The lessons are conducted in the target language as much as possible, as immersion will encourage pupils to get used to using their second language casually and within spontaneous conversation.

In Reception, Years 1, 2 and 3, both languages are introduced in two 30 minute lessons a week. The two skills practised are that of Listening and Speaking in the foreign language with a view of acquiring a large bank of vocabulary and a good accent. Pupils in Year 3 are introduced gradually to Reading and Writing skills with continued emphasis on pronunciation, intonation and memory skills. The ground covered is familiar and mostly known to the pupils. By concentrating attention on the new skills of Reading and Writing, pupils may build, little by little, on the breadth of their previous oral and aural knowledge. Understanding written language and copying it accurately is stressed upon. Spelling is introduced slowly and progressively to focus attention on association of sounds to letters and the effect of accents (or lack of). From Reception to Year 3, the focus of lessons is an engaging, interactive fun time where children will come away having learned eg basic greetings, colours, colours, foods, clothes and animals and also about the cultural differences that French and Spanish speaking countries enjoy.

In Years 4, 5 and 6, the children will then move on to an hour-long lesson of Modern Foreign Language a week, developing their knowledge, skills and understanding. The lessons continue to be of an essentially communicative nature. Reading skills are also targeted, with the use of simple worksheets. Writing is developed further, with children applying simple patterns, with also increased opportunities for longer, more complex sentences and independence for those children who are ready for it. A range of strategies is used to engage the children in both languages including the role of ICT, role play, dialogue and practical activities as well as direct teaching.

By the end of Year 6 children should be able to listen, speak, read and write in French and Spanish. Most of all, they will have gained in confidence and be excited about being able to communicate and have learned an important skill. The children will have learned about people who live in different countries where French and Spanish is spoken and about different cultures through the French language. Most of all, they will have acquired an important skill and gained knowledge that will stand them in good stead as they grow towards adulthood.

## Geography

Geography is taught once a week in cross curricular topics in Years 1 and 2 and as part of the 'Knowledge and Understanding of the World' learning area in Reception. In Years 3 to 6 it is taught as a separate humanities subject once a week.

Geography at Crescent focuses on who we are and how we live in and treat the world around us. We hope to instil a sense of curiosity about the world, the people and its different environments as well as an interest in the issues that develop or threaten our planet.

Studies begin with personal geography and works its way outwards via map work, research skills, fieldwork, debate and independent study. Children are encouraged to relate personal experiences as much as possible to make studies of people and places relevant to them.

Comparing their own lifestyles to others has led to a connection with Bwengu, Malawi, an area where we raise money for as part of studies on an annual basis. We are proud of this connection and the name Crescent on the side of buildings, thousands of miles away leaving the pupils' legacy.

In Year 6, children spend a week away at a field centre in Devon which includes many cross-curricular skills, but mostly it is Environmental Science that they experience. This residential trip is one of the occasions that stays in the memories of former pupils.

## History

History is taught using the progressive skills of:

- Chronological understanding
- Knowledge and understanding of past events, people and changes in the past
- Historical interpretation
- Historical enquiry
- Organisation and communication.

These skills are taught through History topics ranging from pre-historic, ancient History up to the modern day, both around the world and in Great Britain.

In Key Stage 1 History is taught within a weekly lesson. From Year 4 the children have an hour-long lesson taught by the History Co-ordinator. It is important to make History real and interesting, it is an opportunity to investigate, act out, debate, be creative and learn through a variety of teaching styles.

Through their time at the Crescent children will also go on History trips and experience History where it happened.

## Latin

Latin is taught to Year 6. We use the “Minimus” course and learn basic grammar and vocabulary as well as about how the Romans lived and what it was like to be a child or a Roman soldier in Britain in the second century AD.

Pupils enjoy discovering English (and French and Spanish) words that they know which derive from Latin. They also enjoy making a Latin birthday card, an animal game (matching nouns and adjectives), a stand-up Roman soldier and writing their own doctor/patient mini play. A trip to Lunt Fort is arranged when possible.

## Mathematics

Maths is a core part of the curriculum and is taught by class teachers in Reception to Year 4. The subject leader/specialist teaches throughout Years 5 to 6. Our scheme and ethos allows children to be taught as a whole class and have opportunity to experience every skill and topic. As Crescent is one class entry there is no streaming, but there is of course differentiated individual work that is suitable and stretches each child fairly and appropriately. We use a web-based scheme that is updated constantly and fully interactive, including a learning platform that is accessible from home. In addition, work books and text book resources are used to support all ages.

We have emphasis on reasoning and explanation of strategy as well as in the application of skills whether it be to measure, ‘real life’ problems or logic and pattern. We aim to build our mathematician tool box of skills and make links and connections between them, these combine as they progress up the school.

Areas of mathematics are used from very early life and our intention is to instil and nurture a curiosity in number and pattern that can stimulate, motivate and ultimately satisfy. We enjoy single skills tasks through to open ended investigation.

### Pre-Prep

In Reception through to Years 1 and 2, pupils learn the number system, how to count, read and write it. There is plenty of practical work, discussion and group work alongside the chances to work independently developing skills. Calculations start with single numbers and move into two and three digits mentally and on to informal written methods. Times tables are well on their way by the end of Pre-Prep. Pupils experience shape, space, data and measure in tasks that allow them make decisions and give reasons why. Accurate vocabulary is encouraged and organised layout skills modelled in workbooks and squares.

### Prep

As pupils move through Years 3 and 4, they consolidate previous skills and apply them to the next level of number. More variants, such as fractions, negatives and decimals are focused on. Calculations are formalised in addition and subtraction; multiplication and division of larger numbers are informal. The progression continues in all areas to the end of Summer Term in Year 6. The opportunities to recall and combine multi-skills in problem – solving and investigation work are plentiful. Vocabulary is expanded and used to describe high order skills such as statistics and geometry.

Throughout, there is an emphasis on reasoning and explanation, and a chance to show ‘mastery’ of the subject.



## Music

All pupils are taught Music. Reception and Years 1 and 2 have two 30 minute lessons and Years 3 to 6 have an hour lesson split between Music and Drama. In addition Year 3 has 30 minutes of recorder tuition a week. We base lessons on courses issued by the BBC; these are primarily song-based but allow plenty of opportunities for listening, composition and performing. We have a good selection of tuned and un-tuned percussion; pupils also bring their own instruments on occasions to use in composition or make a class orchestra.

We are proud of the high standard of Music we achieve at Crescent and the enjoyment that our pupils receive from their participation in concerts and services. Every pupil has a chance to perform on stage in our Pre-Prep Nativities and Open Morning Show, and a high proportion of the Prep pupils have individual lessons and play in one or more of the music groups. The Orchestra performs at the Harvest Service as well as the end of term concerts. The Choir performs at the Harvest and the Carol Services and has featured as a guest choir in Coventry Cathedral in several of the Coventry Cathedral Chorus concerts. We have also recently introduced some very successful and enjoyable Choral and Orchestral workshop days for the Choir and Orchestra in conjunction with Crackley Hall.

We offer individual lessons in piano, violin, cello, flute, clarinet, saxophone, brass, guitar and singing. Approximately two-thirds of pupils in Years 3 to 6 have individual lessons, with some learning two or three different instruments. Pupils work towards examinations from the Associated Board of the Royal Schools of Music and achieve an excellent pass rate.



## Physical Education and Games

Physical Education is a vital part of a child's education. At Crescent, we pride ourselves on giving the children a lifelong love of physical activity and a large proportion of our children partake in physical activities after school. The children learn the values of working hard to beat your own best, of teamwork, of healthy competitiveness, of following rules. The children are given opportunities, where they want to, to represent the school. This helps to build their self-esteem and confidence.

Being a small school means more individual attention can be given to pupils and they all have the opportunity to be taught by specialists. There is a culture of all children striving to reach their best. A wide range of activities are offered to the children and we do not exclude children from an activity based on their gender.

We have two dedicated Games Afternoons on a Wednesday and Thursday for Years 5/6 and Year 3/4 respectively. These allow teachers more time to develop skills and facilitate more competitive fixtures across a range of sports with other local schools. The time also allows us to make use of facilities off site which aid the children more effectively.

Children learn individual skills and improve their movement ability when in Key Stage 1. The aim is that they are confident movers and comfortable with a ball by Key Stage 2. In Key Stage 2, the focus shifts to more teamwork and specialised skills. However, the children still work on their athletic ability. Over the last two years, the children's rate of development has been extraordinary thanks to the programme in place and links that we have established.

### Swimming

Swimming is taught across the school every week from Year 1 to 6. Four qualified swimming teachers teach the children in small groups and work on water confidence, stroke technique, stamina, water skills and water safety. Because of this intensive work, the children consistently reach outstanding levels of ability.

### Fixtures

Fixtures and competitions are arranged in boys' football, girls' football, netball, boys' hockey, girls' hockey, rugby, swimming, basketball, boys' cricket, girls' cricket, tennis, rounders, athletics and cross-country. We take part in IAPS and ISA competitions to help to extend our more-able children and have B, C and sometimes D team fixtures to allow more participation from the pupils.





## PSHE

PSHE (Personal, social, health education) helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood.

By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, effective PSHE teaching can tackle barriers to learning, raise aspirations, and improve the life chances of all pupils. At the Crescent, we follow the Jigsaw mindful approach to PSHE.

Jigsaw PSHE is a comprehensive Scheme of Work for the whole Primary School from Reception through to Year 6. It brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout.

There are six jigsaw puzzle pieces of learning – *Being me in my world*, *Celebrating differences*, *Dreams and goals*, *Healthy me*, *Relationships* and *Changing me*. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people of the world. Lessons take place every Friday afternoon throughout the school.

Alongside our Jigsaw curriculum, all children will work through the Protective Behaviours Programme which enable the children to identify the right to feel safe all of the time and that it is okay to talk about anything that is worrying them, however small it may seem. They identify significant adults in their lives who sit on their Safe Network and are given strategies to help them identify Early Warning Signs and what to do if they need to act upon unsafe feelings. This is repeated annually and the language is used consistently through school to keep this key area at the forefront of their thinking.

## SMSC – Social, Moral, Spiritual and Cultural Education

At Crescent School we recognise that the children's development socially, morally, spiritually and culturally is an important part of their education.

We therefore aim to provide an education that gives children opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of behaviour
- a positive and caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures

Teachers identify which areas of their curriculums cover each of these four key areas, and indicate this in their planning. All curriculum areas have a significant role to play, but there is a particularly close link between SMSC, PSHE and RE. The subject leaders in these subjects work closely together to ensure a consistent and meaningful approach to the delivery of SMSC throughout the school.

In addition to this, our rich co-curricular programme provides a myriad of opportunities for our children to explore and experience SMSC development. During their time at the school, activities outside the classroom could include performing on stage in productions, learning how to make different dishes in cookery club, yoga and mindfulness sessions, or perhaps working together to raise money for charity.

SMSC education, both inside and outside the classroom, is a thread which runs through our whole school approach, and our aim is that the children move on to the next stage of their education as confident, rounded individuals who value themselves and others.



## Religious Education

We follow the SACRE RE Syllabus for Warwickshire and this has been updated to include new world views and opportunities to understand and explore alongside developing their knowledge of the main world religions. Rugby Youth for Christ come in every half term to speak to the children in Year 5 and 6 to share their beliefs and encourage discussions about the children's own ideas of spirituality. We will be actively looking for visits to and visitors from all belief systems to give testimony and personal experiences which will give the children relevant and a realistic experience of the curriculum. One of the main objectives for teaching a variety of religions is to inform pupils so they can understand and show a high respect for those of different faiths and none.

As Crescent has a very strong Christian ethos we have an annual Harvest Festival Service and a Carol Service which is held at local churches. We take part in acts of Christian worship and we pride ourselves on our spiritual outlook and sense of good human values which are nurtured throughout the school and paramount in our School Promise.

## Science

Science at Crescent School is taught in Reception through the Knowledge and Understanding of the World goals. Continuity is ensured through the same teacher in Key Stage 1 and then the same teacher taking over Science teaching throughout Key Stage 2.

We believe that the teaching of Science develops in children an interest and curiosity about the world in which they live, and fosters in them a respect for the environment and that Science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Through the programmes of study in the National Curriculum Science document children will acquire and develop these skills throughout their primary years.

We deliver Science teaching that promotes communication in a specific and precise language involving scientific and logical thinking. It allows children to develop ways of finding out for themselves and gives them experience in problem solving and investigation.

As their knowledge and understanding increases and they become more proficient in selecting and using scientific equipment and collating and interpreting results they will become increasingly confident in their growing ability to come to conclusions based on real evidence. Science fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living. It allows children to develop original ideas and a questioning attitude.

In Science, pupils are encouraged to be open-minded and to try and make sense of what they see and find out. The main focus of our approach is through both specific teaching and open-ended activities where we encourage children to recognise the need for fair testing.

Science is taught as a specific subject in Years 1 to 6. In Key Stage 1 this involves two double lessons per week. In Key Stage 2 there are also two double periods. Year 6 enhance their scientific experiences during their annual week long field trip to Slapton. A range of materials and resources are used throughout to support teaching and learning. In Key Stage 1 most teaching takes place in the classroom while in Key Stage 2 the majority of teaching is in the Science Lab.

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

Children's progress is continually monitored and tracked throughout their time at Crescent School.

## Speech and Drama

Speech and Drama is taught at Crescent School from Year 3 upwards. This is a fantastic opportunity for all pupils to gain an insight into the world of the theatre from a very early age.

In the Winter Term, children will work on their 'Speech' and follow the LAMDA syllabus in-line with the particular grade they are doing. In February all pupils are given the opportunity to take their LAMDA exam and perform their poems to an audience in an informal concert. The latter part of the Spring Term, children learn about the stage, theatre craft and different drama techniques used to create performance. In the Summer Term all children will amalgamate the skills they have learnt over the year, rehearse and perform in either the school play or musical, or a year group cross-curricular performance.

Every child at Crescent School has their time to shine on the stage at some point in the year - in doing so, confidence is increased and acting skills are amplified.

Pupils at Crescent School have the opportunity to partake in private LAMDA lessons, as well as join the popular after school Drama Club.

## Directions to Crescent School



**The Crescent, enjoys a prime location in Bilton, a leafy residential suburb of Rugby, approximately two miles south of Rugby town centre.**

### Using Satellite Navigation

Using CV22 7QH will take you to Bawnmore Road, from which you can see the School's entrance.

### Directions by Road

**From the south...** via the M1, exit at junction 17 on to the M45. Continue onto the A45 from the M45, take the junction signed Rugby, follow into Bilton Village, take a right at the traffic lights, which are opposite the village green, into Bawnmore Road. The school is on the left after 100 metres.

**From the west...** via the A45, junction signed Rugby, follow into Bilton Village, take a right at the traffic lights, which are opposite the village green, into Bawnmore Road. The school is on the left after 100 metres.

**From the north...** via the M1 exit at junction 18. You cannot leave the M1 at junction 17 from the north. Follow the signs for Rugby (A428) and then Bilton on the B4429/A426. At the traffic lights in Bilton, by the village green and before the Co op, turn left at the lights into Bawnmore Road. The school is 100 metres down the road on the left.

**From the east...** via the A14, then M6, exit at junction 1 to Rugby. Follow signs into Bilton Village, take a right at the traffic lights, which are opposite the village green, into Bawnmore Road. The school is on the left after 100 metres.



The  
Princethorpe  
Foundation

## Key Admissions Dates

### Open Days

Friday 4 October 2019 10.00am to 3.00pm

Friday 24 January 2020 10.00am to 3.00pm

### Nursery and Reception Open Evening

Tuesday 19 November 2019 7.00pm to 8.00pm

### Open Morning

Saturday 21 March 2020 9.30am to 12.00pm

### Open Evening

Tuesday 5 May 2020 5.00pm to 7.30pm

### Induction/Moving Up Morning

Wednesday 24 June 2020

8.40am to 1.00pm Reception

8.40am to 1.45pm Other Years

### Welcome Evening

Thursday 25 June 2020 7.00pm to 8.30pm



### Crescent School

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CV22 7QH

Tel: 01788 521595

Fax: 01788 816185

e-mail: [admin@crescentschool.co.uk](mailto:admin@crescentschool.co.uk)

[www.crescentschool.co.uk](http://www.crescentschool.co.uk)

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