



Crescent School

An independent school for 4-11 year olds

# Prospectus Information booklet 2023/2024





# 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

## School Aims

### Curriculum

- To deliver a broad, engaging, inspiring curriculum that prepares the children for their next steps educationally and for the changing demands of the modern world.

### Teaching and Learning

- To enable pupils to achieve their best in their learning.
- To set high expectations and provide all the support the pupils need in pursuing them.
- To provide outstanding teaching that has genuine impact on all pupils' learning and progress.
- To provide an excellent specialist lesson programme that increases as the pupils move through the school

### Pastoral Care

- To provide excellent pastoral care that meets the emotional and social needs of every child at Crescent School.
- To safeguard the children in our care and to do everything we can to ensure they are kept physically and emotionally safe and protected from harm.
- To ensure that as children enter the school they feel cared for and fully part of the Crescent community.
- In line with our School Promise, to enable the children to become good friends, good citizens and good learners.
- To develop relationships of mutual trust and care between adults and children.
- To teach the children the skills they need to feel happy, and safe in the wider world. These might include personal.

### Co-Curricular

- To provide a well-run Co-Curricular programme that is diverse, exciting and stimulating for the children.
- To broaden the interests of the children and inspire lifelong interests in pursuits beyond the academic curriculum

### Communication

- To communicate with all constituents of the Crescent community in a way that is consistent, inclusive, informative, effective, accurate and user friendly.
- To ensure we provide an efficient and well run admissions process that is sensitive to the needs of the children and their families.

### Resources and Facilities

- To provide and maintain excellent facilities that enable us to meet our mission statement of providing outstanding education in a caring and nurturing environment.
- To provide efficient technology that enhances our varied curriculum and allows for the smooth running of the school's communication systems

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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 and helpful	We work hard and never give up	We try to keep safe and be responsible
We forgive each other and work things out together	We are creative and we learn from our mistakes	We respect everyone and we celebrate our differences
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.

Why not check out our Crescent Promise film on the Home page of our website to find out more.

## Crescent School - Looking Forward

Crescent School is a thriving co-educational Prep school based in Bilton, Rugby. 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.

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 brought 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.



## Governing Body

Chair of Trustees Mrs Liz Griffin, BSc, PGCE, CTC

Trustees	Jatinder Birdi John Fisher Mrs Barbara Forster, Cert Ed Miss Shannon Fry, BA, APM* Richard Harcourt, MBA Charlie Jenkinson, BA, CIPS, MILT Rowland Johnson, BCom, MSocSc Mrs Helen Knight, BA, PGCE, MA, NPQH Robert Lee, LLB Kieron Shaw, MBE, MSc, FCIS Commodore Bernard Warner
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\*Old Princethorpians \*\*Old Crescentians





# Staff

## Leadership Team

Joe Thackway, BA, PGCE	Headmaster (Geography)
Ms 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 1 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 (English), Educational Visits Co-ordinator, Co-Curricular Activities, Events Manager

## Foundation Team

Ed Hester, MA (Oxon), PGCE	Foundation Principal
Mrs Melanie Butler, BA	Foundation Assistant Head - Marketing, Admissions and Communications
Lee Cassell, BA, PGCE	Foundation Director of Sport
Andy Compton, BA, PGCE, MA	Foundation Assistant Head - Director of Digital Strategy
Alex Darkes, BEd*	Foundation Assistant Head
Miss Jo Flowers, BA, CIM DipM	Foundation Marketing and Communications Executive
Rob Health, BSc, PGCE	Foundation Director of Estates
Steve Kowal, BSc	Foundation Development Director
Edward Robertson	Foundation Grounds Manager
Michael Small	Foundation Buildings Manager
Mrs Helen Stephenson, BA, CIM DipM	Foundation Press and PR Officer
Eddie Tolcher, BA, ACIB, MCMI, TechIOSH***	Foundation Bursar, Company Secretary and Clerk to the Trustees
Mrs Sara Young, IOSH, NEBOSH	Foundation Health and Safety Manager

## Teaching Staff

Mark Adkins, BA, PGCE	(PE, IT and Games)
Mrs Julie Barnes, BA, PGCE	(Music, Latin)
Ms Emma Clark, BSc, MSc	Year 4 Teacher
Mrs Lisa Emery BSc, PGCE	Year 2 Class Teacher
Mrs Jacqui Johnson, BSc, PGCE	(Science and Design Technology)
Mrs Rachel McCollin, BSc, PGCE	Head of PE and Games
Mrs Claire Pullen, BEd	Reception Class Teacher
Mrs Louise Symons, BEd, MA, NPQH	Year 3 Teacher
Mrs Lucy Day, BA, PGCE	MFL
Mrs Amanda Thackway, BA, MA	(Art)
Ms Lizzie Bowdige, PGCE	(Speech & Drama)
Mrs Amanda Yates, BSc, PGCE	SENDCo
Miss Niamh Quirke, BSc, PGCE	Year 1 Teacher

## Teaching Assistants

Mrs Soriya Ashton
Mrs Nadia Barnett, BA, MA, PGCE
Mrs Steph Calder, NVQ L3
Mrs Jenny Chang, BEng
Mrs Laura Collie, BA, QTS
Mrs Sally Dowling, BSc**
Miss Jodie Fisher - (Sports TA)
Mrs Claire Gupta, BA, PGCE
Ms Michelle Hanson, NNEB
Mrs Jodie Nelson
Mrs Amanda Noyce, RGN, Cert EYP (Level 4)
Mrs Debbie Olner, BTEC Diploma
Miss Ania Wrzesniacka

## Support Staff

Catering Staff: Mrs Andrea Miles, Mrs Lesley Shallcross and Mrs Jane Slatcher
Chef Manager: Miss Dawn Miliopolous
Cleaners: Ms Cheryl Anderson, Ms Aneta Kostowska, Ms Anita Mucha and Mrs Lesley Shallcross
Estates Assistants: Tom Knowles and Alan Sullivan
Headmaster's PA/Administrator: Mrs Clare Robinson, BA
IT Service Desk Team Leader: Sanjeev Sharma BSc
Receptionist/Administrator: Mrs Claire Tucker

## Before and After School Care and Lunchtime Supervisors

After School Manager: Miss Ania Wrzesniacka
After School: Mrs Jenny Chang, BEng
After School: Ms Michelle Hanson, NNEB
After School: Ms Aneta Kostowska
After School: Ms Ros Weir, NVQ (Level 3)
Early Birds: Mrs Debbie Olner, BTEC Diploma
Early Birds: Ms Ros Weir, NVQ (Level 3)
Lunchtime Supervisors: Mrs Jenny Chang, Ms Aneta Kostowska and Miss Ros Weir, NVQ (Level 3)

## 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 now completed six 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 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 on the 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. Now I am Head of Curriculum, Teaching and Learning.

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 a 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 Humanities. I have responsibility for the overall development of the Reception to Year 2 (Pre-Prep department) and liaison with a variety of local nurseries, 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 School Events, Co-Curricular activities and educational visits, work with the Marketing Team 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 and their families when deciding on their senior school destinations. A highlight of the year is accompanying Year 6 on their 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 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 a teacher since 2013. I have worked across Pre-Prep and Upper School which has given me a varied knowledge base and a variety of experiences with all our children building those important foundations and core skills with the children. As Head of Wellbeing, I work closely with Mr Webb and the SLT, to design and implement a whole school approach to our pastoral care. We continue to embed the importance of mental and emotional wellbeing as well as looking after our physical health by adopting the '5 Ways of Wellbeing' and by creating and utilising a wellbeing space, 'The Wren's Nest', for students and staff to use.

This year I have also trained to become a 'Drawing and Talking' Practitioner.

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 across both key stages. 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. In my rare quiet moments, I love to read and journal, spend time with my grown up boys, or sit in a café with a coffee and watch the world go by.

**Mark Adkins**

I first discovered my love of teaching while travelling around Asia after completing my BA in English Literature from Sheffield Hallam University. Originally I had just thought it would be a fun and easy way to earn some extra money, but teaching English to my students and seeing their joy at the progress they made ended up being just as memorable and exciting as all the wonderful places I saw on my travels! On my return to the UK I worked for two years at Rugby High School, teaching a range of age groups and subjects and gleaning a lot of valuable experience, before completing my PGCE (Primary Ed) at Warwick University. After this I worked for five years teaching across Key Stage 2 at a local Northamptonshire primary school. It was there that I started specialising in my real passions in education; sport and the use of computing and new technology.

In 2017 I took the opportunity to further both my career and travel aspirations and moved to the UAE to teach in an international primary school in sunny Dubai. In the role of Science and Computing Lead I was able to introduce and work with a range of cutting edge technologies such as VR and 3D printing, bringing these into the classroom in exciting STEM lessons. At Crescent I enjoy instilling and imparting this same love and enthusiasm of new technology and the amazing possibilities it holds!

Sport has always been a huge part of my life. Growing up in Rugby I had little choice but to take up the sport the town is famous for and was lucky enough to play for both school and club sides to a high level. As I got older (and more injury prone!) I gradually switched more to coaching younger players, developing a love for the game in boys and girls of all ages and sizes. I am also a huge fan of cricket, football and any other sport I can get involved with! In my spare time I love travelling, cooking, reading and watching Marvel movies with my family family, three French Bulldogs and two pugs!

**Mrs Julie Barnes**

I was ten years old when I decided that I wanted to be a music teacher. I have always loved listening to music, playing instruments and singing, and having a job where I got to do that all day seemed ideal! I studied for my BA (Hons) 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). I later started teaching cello at Crescent School and when the post of Director of Music became available, was delighted to be appointed. I love working with children and passing on to them the enjoyment I gain from music.

As well as teaching Music to every class in the school I also teach cello, piano and singing on an individual basis, run the Choir and Orchestra, and co-ordinate all the other visiting music teachers as well as preparing pupils for music exams. There is a variety of concerts and services to rehearse for each year and in recent years we have started running choral and orchestral workshops in conjunction with the Foundation's other Prep School.

As a student I played in several orchestras, including the Kent Youth Orchestra, performing in venues such as Canterbury Cathedral and the Royal Festival Hall. After moving to Rugby I concentrated on singing, and for some years was a member of Coventry Cathedral Choir, singing services every week in the Cathedral and taking part in tours to Berlin, Dresden, Frankfurt and Haarlem as well as Truro, Durham, St David's and York. I am still a member of the Coventry Cathedral Chorus (formerly Saint Michael's Singers) and have performed in the Royal Albert Hall and appeared numerous times on the BBC's Songs of Praise.

When not making music I enjoy ballroom dancing, gardening, going on long walks, knitting, doing crosswords, reading, and holidaying in warm places.

**Miss Lizzie Bowdige**

After graduating from The Arts Educational Schools, London with a National Diploma in Professional Dance and Musical Theatre (equivalent of a First Degree), I became a professional singer/dancer and was lucky enough to travel the world, first living in Ibiza and Majorca then touring the Mediterranean and Caribbean on a cruise ship. My love of performing took me to places I'd never dreamed of going and introduced me to many fabulous people but the desire to settle down brought me back to the UK, where I joined The D-Day Darlings, and became a personal trainer to fill my days.

After a few years touring and performing in various UK resorts, I decided to retrain. I completed my PGCE in PE and went on to become Head of Dance at a school in Newport where I taught PE and dance to children aged 11-16. Very quickly, I was promoted and became Head of Performing Arts at a school in Birmingham. There, I realised that to make a real difference I needed to work with younger children.

I joined Hydesville Tower School in Walsall as KS2 teacher with the additional responsibilities of Head of Performing Arts and Educational Visits Co-ordinator and then in 2022 I joined Crescent School.

I still love theatre and perform regularly with The Swingettes and The Twist and Shout tour but I get the most joy from sharing my passion with others. Our performances at Crescent school improve every year and the passion, excitement and commitment to performing arts is evident when you see the confidence in the children.



### **Ms Emma Clark**

I graduated from the University of Bristol with a BSc Hons in Biology and with a MSc from the University of Nottingham in Biological Photography and Imaging. Giving up on my childhood dream to be the next David Attenborough or Michaela Strachan, I moved to London to work in the creative team of a not-for-profit organisation, producing digital and written content for printed and online publications.

I was fortunate to travel with work to Borneo, Myanmar and Kenya, interviewing and photographing inspiring people and documenting their stories. It was through this work, where I found myself writing about teachers doing incredible things around the world, that I found inspiration to train to teach.

I gained qualified teacher status in 2015 and began my teaching career in the UK, before moving overseas. I have taught in international schools in both Bahrain and Romania. Most of my teaching career has been spent in Years 5 and 6, though I enjoy teaching across a range of year groups and I have also taught in Year 3. I have held maths subject leadership in most of the schools I have worked in and I have also been a curriculum middle leader, supporting the monitoring and evaluation of the wider curriculum. I moved back to the UK in 2020 and after two more years of teaching in the UK, I joined Crescent School.

As you may gather from my childhood dream, I am a wildlife enthusiast and lover of the great outdoors. I am a keen road cyclist and I regularly enjoy disappearing for a few hours at the weekends to explore the countryside on two wheels!



### **Mrs Lucy Day**

Studying languages has taken me on countless adventures. I spent the third year of my degree at a school in Rouen, Normandy, as the English assistante in a secondary school. I worked with small groups of pupils, often teaching them English by singing well-known pop songs with them and translating the lyrics into French

so that they actually knew the meaning of what they were singing, (sometimes they were surprised or disappointed.) As a student, I also had the opportunity to spend three summers at a language school in Salamanca, Spain. I loved the language lessons every morning (starting with an hour of grammar exercises at 9.00am,) but I also loved meeting students from other European countries and spending time with them communicating in Spanish. My passion for languages was something that I wanted to share and so that was my motivation for going into teaching. I graduated from the University of Southampton in French and Spanish and subsequently trained to teach both subjects during my PGCE year at Cambridge University.

Since training to be a teacher I have enjoyed teaching pupils of all abilities ranging from beginners to native speakers at GCSE and A-level.

My first post was at a comprehensive school in Norfolk for five years, and, following a career break to raise my three children, I have taught at secondary schools in Rugby before joining the Crescent School in 2022. I hope that my pupils will have plenty of opportunity to have fun, putting their linguistic skills into practice, on a pathway to success in French and Spanish in public examinations in the future.



### **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 initial years in school are fundamental in developing a love of learning and it is a real privilege to be a pre-prep teacher at Crescent 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.



### **Mrs Jacqui Johnson**

I have always had an intrigue and passion for the amazing world we live in and how we as humans interact with it, care and protect it. After many years in management in the public housing sector, I seized the opportunity to embark on a part-time Science degree whilst at home raising my two young children. I gained a BSc (Hons) in Psychology in 2017 and thereafter completed my PGCE at Warwick University.

It was through my role as a Year 2 primary teacher, that I recognised my niche of being able to teach Science in a way that children see as relevant, stimulating and connected to their own lives and families. It is a privilege to teach and instil a life-long curiosity for Science and Design Technology in the primary years and to lay the foundational skills and critical thinking for our future scientists and designers who will need to find innovative solutions to world problems.

Home for my family, is a small village in Northamptonshire, from where we regularly explore the beautiful countryside on our mountain bikes and walk our lively springer spaniel. As a mum, to two teenagers, who both attend Princethorpe College, life is very busy but steeped in great fun. Raised in Scotland, I love to return to explore the wild coastlines and dramatic scenery during the holidays.



### **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 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 Key Stage 1, 2 and Foundation Stage, having taught Reception for the past 15 years.

I joined Crescent in 2017 as the Reception teacher and feel proud to be part of the team. I am passionate about early years education and aim to make school as much fun as possible - hopefully sparking a love of learning that lasts a lifetime. I encourage children to be creative, resilient and independent learners so they are ready and eager to face challenges.

I have two teenage daughters who keep me busy. When I am not working, or being mum's taxi - I love planning the next interior project at home near Warwick. I am also a keen baker and enjoy creating my own recipes – my coconut cake is a firm family favourite. I am an animal lover and have three cats, Wilbur, Gilbert and Pearl. As a family we enjoy travelling, going to concerts, watching a good film and countryside walks.



### **Mrs Louise Symons**

When my careers teacher at secondary school suggested I complete work experience at a local primary school, my love of teaching was born. I graduated in 1994 with a Bachelor of Education degree from Northampton and started my first teaching role in Year 3 at a lower school on the outskirts of the town.

During the next four years, I completed my Master of Arts degree in primary education, on a part-time basis, alongside working full time as a class teacher. During my studies, I specialised in Special Educational Needs, and this enabled me to take my first steps into leadership roles within schools, leading SEND in my following three schools.

I also developed my passion for Early Years education, leading Early Years units and Key Stage 1 departments in a number of schools. I also spent some time as a local authority advisory teacher for Early Years, supporting both maintained and private settings through OFSTED inspections and in their continued development.

Being involved in the opening of a brand new school is an opportunity that does not come along very often, and I have been lucky enough to do it twice! Seeing a school develop from architect blueprints to a happy and vibrant school community is a complete privilege and lots of hard work! As the deputy head teacher, I was involved in everything from the appointment of colleagues to the ordering of photocopy paper. Mapping out a long-term curriculum plan on Post-It notes in a leaky Portakabin, on a building site, is definitely an enduring memory.

All of my teaching posts have been relatively local. I was born in Rugby and haven't really ventured very much further afield. I became the head teacher of a local primary school, after the successful completion of my NPQH (National Professional Qualification in Headship) and enjoyed this rewarding role.

Following the birth of my daughter, I decided to take a career break, but as soon as she started school, I returned to the classroom, drawing on my SEND qualifications, knowledge and experience to provide intervention education for primary age children, along with class teaching across the primary age range.

I joined Crescent in 2020 as a teaching assistant before taking on the role of class teacher in 2021.

The curiosity and capacity of children to learn still amazes me daily. They are like sponges, absorbing experiences and information, and then putting what they have learned into practice. Being part of a child's Crescent School journey is both a pleasure and a privilege.

I have had an extremely busy and full teaching career so far but if there does ever seem to be a few minutes to relax, I enjoy reading, particularly historical literature, and needlecrafts of varying types. I love theatre, particularly Shakespeare and musicals, which I happily seem to share now with my daughter. There is nothing like a live performance! Fashion history also interests me, as does 1950s cinema.



### **Mrs Amanda Thackway**

Art has been my passion since I can remember and nothing motivates me more than to inspire others. Art gives you the chance to see things in a different way and stimulate your imagination to create something special.

I trained at Cardiff School of Art and Design where I gained a BA (Honours) and an MA in Design.

For many years, I have worked both as an art teacher and a practising artist. My art has taken me to many different parts of the UK and Europe including Prague and Vienna where I have taught in independent and state schools.

As an Art teacher, I am continually developing and adapting the lessons I teach to make them inspiring for the children. It is very important that the projects are rich and varied to ensure that the children gain a broad range of artistic knowledge and skills in drawing, painting, sculpture, collage, textiles and printmaking. These skills give them the confidence to be more creative and resilient.

I hope my experience and passion inspire the children at Crescent School to take as much pleasure in the subject as I do.



### **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.

Having visited Crescent first as a supply teacher, I was instantly struck by the calm and engaging learning environment and the delightfully polite and happy children I encountered. Crescent is a captivating school, not only with outstanding teaching and experiences for the children but with a true family feel and ethos. Within just a term of working at the school, we decided to move all three of our children to Crescent from a local state school. A huge decision for any family to take and one of the best ones we've ever made. Our children have thrived at Crescent and absolutely love going to school every day, which as a parent and teacher, is music to my ears!

Whilst working as a form tutor across the upper school, it has been my pleasure to build strong working relationships with children and their families. During this time, I have also further developed my own passion for helping children with specific learning needs and I took on the role of SENDCo, co-ordinating the provision of SEND across the school. This is an incredibly fulfilling role, working with children and staff to ensure all of the pupils reach their 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 with extended family or roaming the countryside on our bikes and a trip to the coast if we can squeeze it in! 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!



### **Miss Niamh Quirke**

Having grown up in South East Ireland, I completed my BSc Social Studies in Social Care degree in 2018 before working in a residential unit for children with challenging behaviour. During this time, I was promoted to social care leader in a high dependency unit. After three years, I decided to travel in Vietnam for a month before moving to England with my partner who began studying at Coventry University. As my background was in social care, I applied for a teaching assistant role in a school within a socially, economically deprived area of Coventry, where there were high numbers of EAL pupils and pupils from various challenging contexts.

I joined Crescent in 2022 as a Year 1 teacher and feel proud to be part of the team.

With my experience, I soon gained a second role as learning mentor in addition to my teaching assistant role. My passion for wellbeing and mental health was recognised and I became one of the lead members of our wellbeing team as well as gaining a mental health first aid qualification. After three years experience in this school, I knew the next step was to pursue my love for teaching, I enrolled on a PGCE course at the University of Warwick. During the course, I completed one of my placements at Crescent School in Year 6 where I received a warm welcome to a very calm, engaging environment from both the staff and pupils which I was hugely grateful for. I had the opportunity to gain invaluable experience from highly qualified teachers in specialist subjects.

In my spare time, I enjoy playing Gaelic football, travelling, meeting with family and friends as well as curling up with a good book and a cup of tea!

# Teaching Assistant Profiles

## Mrs Soriya Ashton

I was born and raised in London. After leaving school I trained for a diploma in Hotel Management. I graduated with distinction.

I had a variety of jobs before I truly found my place at the 5-star London Marriott Hotel, situated in the heart of London's serene and beautiful Mayfair. It is now home to Gordon Ramsay's Maze restaurant. I was the Sales Manager. It was an enchanted time. Much like the Crescent, the London Marriott's staff were a big, happy family. Back in the day our visitors were an eclectic mix, from Princess Diana and President Clinton to the England football team (1990, the one with 'Gazza'). I worked there for seven years.

We then relocated to Warwickshire for my husband's work. With a dearth of 5-star hotels in the area, I changed my skill set and got a job at IBM Warwick. I worked there for six years until I left to join my husband, building up our technical translation business.

The most important and amazing role of my life began when I gave birth to my first born, Alex. He attended Crescent from nursery all the way through. James, my youngest, also attended the Crescent nursery and through to Year 6. Both thrived in this fantastic school.

I first worked at the Crescent as a volunteer in Reception. I am now a teaching assistant supporting all the pre-prep children, especially with their reading. I enjoy working with the children and the wonderful team so much that it has never felt like a job. Honestly, it is a pleasure every day.

## Mrs Nadia Barnett

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. I really enjoy working as a Teaching Assistant at the Crescent and supporting children with their learning. I enjoy being creative in the kitchen and love Caribbean cuisine. In our free time, as a family, we enjoy going for walks and visiting country parks, museums and the theatre.

## Mrs Stephanie Calder

I have worked 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. as both my children attended Crescent School.

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

## Mrs Jenny Chang

I graduated from university with a BEng (Hons) in Aerospace Manufacturing and then went to work for an engineering company in Portsmouth before moving to work for Jaguar Land Rover in Coventry. During my time at JLR I worked in BIW design, after market purchase and remanufacturing before I left when I had my first child. After my second child started nursery I retrained as an antenatal teacher and ran classes for the NCT which I continued to do for a few years before running around after three children meant I no longer had the time for this.

I took a couple of years out to raise my children before returning to work as a midday supervisor at a local school when my youngest child started school. This led to me then working as a TA in the school for a few years which I really enjoyed. I left there to support my children in their schooling and activities before coming to work at Crescent.

## Mrs 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 teacher at Brighton College Prep School.

During my four years at Brighton College 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, where I was a Year 6 class teacher.

After four exciting years in Hong Kong which afforded us much valuable experience and travel opportunities, we decided it was time to return to the UK. After an absence of almost 15 years, my husband and I are very happy to be established in my hometown of Rugby. We are now raising our own little family. It is a privilege to work at Crescent School and in a role which enables me to maintain my love of the classroom whilst also meeting the needs of a young family.

As a family we enjoy being outdoors, home decorating and Saturday baking with our girls!



### **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! More recently I have become a Forest School Leader and thoroughly enjoy the time that I spend outside with the children. Each session I am amazed by the creativity, resilience and determination that the children show me as they follow their curiosity in a natural environment.

### **Ms Jodie Fisher**

Born in Rugby, I first arrived at Crescent School a week after my 3rd birthday and attended the Crescent Nursery before joining the school in Reception through to Year 6.

After moving to Princethorpe College in Year 7 as a Music Scholar and completing A-levels, I decided that University was not for me, so I stayed on for what was supposed to be just one year as a Teaching Assistant to gain experience and have been there ever since!

Music and Sport have always been my greatest passion and working in these departments at Princethorpe College, alongside completing Open University studies for several years, was certainly not an easy route to achieving a BA but it worked for me.

I have been a member of Bilton Silver (Rugby) Band since the age of five and one of my greatest musical inspirations was membership of The National Children's Brass Band of Great Britain at the age of nine. My hobbies include performing in concerts and contests as Principal Cornet of Bilton Silver (Rugby) Band and playing netball in the Regional League for Leamington. I love taking part in any other sports that I have time to fit in, enjoy walking my two cockapoos, Sherlock and Watson and love family time. My marriage to husband Richard was delayed by COVID but we got there in the end, and I am now the proud mummy of Albert.

I was very excited to return to Crescent School to organise after school Clubs recently and to see some of my teachers still working there reminded me of how many happy memories I have of my early years as a pupil.

My personal belief is that by making sport inclusive, every child can be inspired to reach their full potential, whatever that may be. I am very much looking forward to helping pupils to progress and flourish in sport and to my new role as part of the Crescent School team.

### **Claire Gupta**

Originally from the town of Darwen in Lancashire, I studied for my BA Hons degree in Liverpool before moving to Nottingham to complete my PGCE. I began my teaching career in the city of Derby and went on to teach in several secondary schools in the Midlands for almost 20 years.

Early on, my husband and I took a year out to travel the world and I was lucky enough to visit many wonderful places and have many new experiences. Although I loved it all, probably the sheer vastness and beauty of South America stood out for me. On our return we settled in Rugby and later had two wonderful boys. I then juggled the joy of being a mum with the career I loved.

When my boys entered their last few years of primary school, I decided to take a break from teaching and enjoy being a full-time mum for a while. It was during this time that I started volunteering in primary schools and discovered my love of this younger age group. I was lucky enough to join Crescent School as a Teaching Assistant when my sons were off at secondary school, and I very much enjoy working in such a lovely school.

In my free time I enjoy reading, spending time with family and going to the gym. I am a keen parkrunner and I have also managed a few half marathons and even a full marathon in 2021.

### **Ms Michelle Hanson**

I come from a long line of Northerners – my roots mainly from Yorkshire. My Dad's job forced us to move down to Rugby when I was three years-old.

I was one of the only year groups to take the 12+ exam and passed to go to Rugby High, after that, heading onto college.

I have worked in Kingsley School and did long supply work at Tile Hill in Coventry, which is how I began life at Crescent. I was asked to do supply in the Nursery (when it existed) and remained as a permanent member of staff. I have worked through all of the Year Groups apart from Reception, including being a one-to-one support for a boy who I journeyed with from Year 3 to 6 when he left for Lawrence Sheriff.

On the more personal front, I am a single mum to an adult daughter who has recently been diagnosed with Autism. Now she has a diagnosis we are relearning many different life skills, some more challenging than others. One thing I have learnt so far is, it is an ongoing process and things don't always go to plan no matter how much we plan.

I am a huge believer in living a holistic lifestyle. I am a qualified massage therapist and Reiki Practitioner, both of which I adore. I meditate daily and am very into the practice of Qigong. One day I would like to be a Qigong teacher.



### Mrs Jodie Nelson

Hailing from Sheffield, I headed down to Birmingham to study for a BEd Hons degree.

Birmingham became my home for six years and is where I met my now husband Chris.

Moving to Coventry, I worked for several years managing the offices of a large manufacturing company until the arrival of my first son. At this point I planned to take a year off work to become a full-time mum, this turned into a ten year break with two more sons along the way!

Crescent School and all its warmth and charm holds a massive place in my heart, all three of my boys have been educated here from their nursery days through to Year 6. Two are still currently enjoying all that Princethorpe College has to offer, whilst my eldest has finished his time at Princethorpe Sixth Form and headed off to Nottingham Trent University.

As my boys all started school I ventured back to the workplace with some supply TA work in various local state schools. I then went on to work at a local senior school as a Lead Invigilator which led on to heading up a programme to continually assess lower year groups in Maths and English until a TA position came up at Crescent.

Joining Crescent as a TA has been, and still remains, a joy and a privilege where recently, alongside my TA work, I have undertaken courses to further my knowledge on autism awareness, children's mental health and children's well-being – recently becoming a 'Children's Wellbeing Champion'.

Weekends and free time are quite often spent on various sports pitches around Warwickshire watching my children play hockey or cricket. Silver band practice and sailing are also starting to feature prominently but I do try and find time to read, entertain, cook or wander around a National Trust site accompanied by my two, not so well behaved, dogs.

### 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 15 years. I have since put my experience as a nurse to good use, and am now the First Aid Lead 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 Olner

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 Pre-Prep Classes.

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 5 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 has been educated at Crescent School and is now at Princethorpe College. My faith is paramount in my life and I attend St Matthews and St Oswalds Church in Rugby. I love spending time with my family and friends. I now enjoy walking our dog Max and also enjoy cooking, especially baking. I relax by reading, going out to eat, going to the theatre and being in the company of good friends.

### 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 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

## **Tom Knowles**

I have worked for the Foundation since 1996 in various roles starting with evening kitchen portering training as a chef for six years. In 2001 I left to join a construction company which happened to build the Sixth Form and Sports Hall at Princethorpe. I know the fabric of the buildings quite well!

In 2009 an opportunity came up where I re-joined the Estates team moving to Crescent School in October 2019 where I manage the day to day running of the site. I am very proud to work at Crescent School. I enjoy chatting to the children each morning and they often ask me lots of questions about my jobs for the day!

I started helping with DT club on a lunchtime which I really enjoy and I have plans for future co-curricular clubs!

I have lived Warwickshire all my life and grew up in Princethorpe village. I am a keen darts player and a captain of two darts teams. I like oval sport racing, spending time with my wife and our dogs. A fun fact I secretly got married in Las Vegas without telling anyone!

## **Mrs 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 dogs) and entertaining and socialising with our friends. I am also kept busy at weekends with my grown up children and my four beautiful grandchildren.

## **Mrs 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.

My own children attend Princethorpe College, where they are both thriving after spending many happy years at Crescent. They also play for local hockey and cricket clubs, my husband and I also play cricket 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!

## **Alan Sullivan**

I have been with the Foundation for six years. In my spare time I run an ice cream business which keeps me very busy in the summer months.

Tom Knowles and I have recently purchased Coventry City season tickets so will be spending our weekends enjoying football.

## **Mrs 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, which I have enjoyed for five years. 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 attend concerts and sporting events with my husband.



## Admissions Process

Most of our pupils enter at Reception, plus a few at Year 3, though pupils are welcome at any age dependent on a place being available. Places in other years are extremely 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 and Year 3 Open Evening in October, 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 - 2024

#### Early Bird Applicants

Siblings of Crescent pupils, and any external candidates with a strong interest in a place in Reception, are able to apply and take advantage of our early bird application process. The early bird deadline is **Friday 20 October 2023**. 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. Subject to availability and a satisfactory visit offer letters will be sent out first class on **Friday 17 November 2023** – 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 **Friday 1 December 2023**.

#### 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 5 February 2024**; 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 1 March 2024** 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 **Friday 7 May 2024**.

*Please note we have been considerably oversubscribed for Reception places over recent years and it is possible that all Reception places will be filled at the Early Bird deadline stage, though on occasion places become available later and are offered to the waiting group.*

#### 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 extremely 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 2024 is **Friday 24 May 2024**. All incoming pupils need to have completed the admissions process by **Friday 14 June 2024** 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 and would normally only be awarded to children from Year 3 upwards. Whilst the main financial criteria are household income and net assets, each application is considered on its own merits.

Applications are made via an online system, please contact [feessupport@princethorpe.co.uk](mailto:feessupport@princethorpe.co.uk) to be sent a link to the system.

Applications for bursaries are means-tested and reviewed by external consultants.

\* Open Events can be subject to change.

# Fees

## 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	£3,785 per term
<b>Year 1 and 2</b> including lunch	£3,919 per term
<b>Year 3 to 6</b> including lunch	£4,121 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:

<b>Reception</b> additional services including lunch	£3,007 per term
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## 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 Fee Billing Portal. There is also a link to this from My School Portal. 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, a form is available from the Bursary;
- debit card payment, via the Bills and On-line Payment site;
- direct bank transfer, please state billing reference number and send to:

**Bank** HSBC Bank plc

**Account Name** The Princethorpe Foundation - Crescent School

**Sort Code** 40-39-11

**Account Number** 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 Bills and On-line Payment site;
- our bank account details will NOT change during the academic year 2023/24;
- 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 0.82% 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 4% 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 (the youngest sibling is charged the full rate, 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 Little Crackers Nursery.

## Optional charges

<b>Milk</b>	£13.50 per term
<b>Early Birds care</b>	£3.10 one session per child
<b>After school first hour to 4.45pm</b>	£6.00 per child including drink & biscuit
<b>Over one hour, up to a maximum of two hours (5.45pm)</b>	£10.50 per child including tea
<b>Late collection from 5.45pm</b>	£10.00 per half hour or part thereof
<b>Learning Support</b>	£17.90 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 co-curricular activities

Music lessons are available for various instruments, Years 3 - 6 some at year 2.

Music fees are negotiated with, and invoiced separately to, parents by visiting tutors to whom enquiries and payments should be directed.

Similar arrangements apply to co-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 4% 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 - 2023/2024

### Michaelmas Term

Monday 4 September to Wednesday 20 December 2023

### Half Term

Saturday 21 October to Sunday 5 November 2023

### Lent Term

Monday 8 January to Friday 22 March 2024

### Half Term

Saturday 10 February to Sunday 18 February 2024

### Trinity Term

Monday 15 April to Wednesday 3 July 2024

### Half Term

Saturday 25 May to Sunday 2 June 2024

## Term Dates - 2024/2025

### Michaelmas Term

Tuesday 3 September to Wednesday 18 December 2024

### Half Term

Saturday 19 October to Sunday 3 November 2024

### Lent Term

Tuesday 7 January to Thursday 3 April 2025

### Half Term

Saturday 15 February to Sunday 23 February 2025

### Trinity Term

Monday 28 April to Thursday 3 July 2025

### Half Term

Saturday 24 May to Sunday 1 June 2025



# 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 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 Lunch (3 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 Home Time - Reception Class</b>	
<b>3.45 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 Co-Curricular Providers

Mrs Di Fisher, BA (Open) & Dip Music	(Brass)
Miss Holly Jones, BA Mus	(Flute)
Mathias Svensson, BA Mus	(Violin)

Wil Russell, BA Mus (Guitar and Drums)

Mrs Jane Ebbon, BA Mus (Clarinet)

Fees for individual Music tuition and other co-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. Please note half a term's notice is required to cancel lessons.

## 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. Some of these activities are paid sessions (usually when outside agencies are used) and others are free of charge.

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 Art, Ta Kwon Do, Dance, Cookery and Philosophy to name but a few. We are always open to suggestions for new clubs to provide. Parents can sign up for clubs via the SOCS system.

## Example Co-curricular Timetable

Before School	Lunchtime	After School
<b>Monday</b>		
Musical Theatre for Years 2 - 4	Drama Club for Year 1 Construction Club for Year 2 Calligraphy Club Years 5 and 6 Podcasting for Year 6	Yoga for Rec and Year 1 Arts and Crafts for Years 1 and 2 Art Club for Year 6 Orchestra for Years 3 - 6 (must have Grade 1) Musical Theatre for Years 3 and 4
<b>Tuesday</b>		
Tiny Tigers for Rec - Year 2 Wacky Music for Years 3 - 6 Flute Group for Years 3 - 6	Chit Chat Tuesday Wellbeing Drop In	Bayleaf Cookery for Years 1 and 2 Gymnastics for Years 1 - 4 Team Sports for Years 5 and 6
<b>Wednesday</b>		
Mini Brass for Year 2 Funstar Cheerleading for Years 3 - 6	Make and Do for Year 1	Construction Club for Year 1 Street Dance for Years 1 - 4 Yoga for Years Year 1 - 3 Board Games/Puzzles for Years 2 and 3 Chess Club for Years 3 - 6 Archery for Years 5 and 6
<b>Thursday</b>		
Brass Group for Years 3 - 6 Tiny Tigers Martial Arts for Years 1 - 3	All Star Ballet for Years 1 and 2 Nature Craft Club for Year 5	Tae Kwon Do for Years 3 - 6
<b>Friday</b>		
Wake Up Shake Up for Years 1 - 3 Band Ensemble for Years 4 - 6	Craft Club for Year 3	Didi Tag Rugby for Rec - Year 2 Funstar Musical Theatre for Years 1 and 2 Art Club for Year 3 Choir for Years 3 - 6 Dodgeball for Years 3 - 6

## After School Information      Uniform

After School club is available for children to be looked after in the Horton Centre between 3.45pm and 5.45pm. Children are able to do homework with support from staff if needed, as well as relax and play with their friends from all year groups.

After School runs over two sessions:

1st Session - 3.45pm to 4.45pm

2nd Session - 4.45pm to 5.45pm

During the 2nd session, we serve 'tea' a small meal - usually a sandwich with some crudités and a pudding at about 5.00pm.

Bookings for After School should be made via My School Portal and if you require your child to have tea, the booking must be made by 10.00am on the day of the booking.

In order to ensure the correct ratios of staff to children please book as far in advance as possible. If you need to cancel or change your booking or add a late booking on the day, please contact the office.

Please note that the charge\*\* for any sessions your child attends will be added to your termly bill. If you have made a booking, but your child did not attend you will not be charged. Childcare vouchers can be used to pay for After School and applied to your account.

\* Reception children are looked after until they are taken to After School at 3.45pm.

\*\* see page 17 for charges

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

The shop can be contacted on **01926 634272**.

School shop opening hours during term time are as follows:

**Monday and Wednesday 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 online form which is sent to all parents at the start of term. 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.**



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

## Girls

### General

- Black winter coat
- Grey blazer
- Tartan skirt (Year 5 and 6)
- Tartan pinafore (Reception to Year 4)
- White blouse (short-sleeved preferred for Reception to Year 2)
- Green school jumper
- House tie (elastic Reception to Year 2; standard Year 3 to 6)
- Black shoes
- White or Grey knee length socks or grey tights

### Games Kit

- Sports Polo Shirt (Reception to Year 6)
- Skort (Rec to Year 6)
- Games Top (Year 3 to 6)
- Green Sports Fleece
- Tracksuit with school logo (compulsory for Year 3 to 6, optional for Year 2)
- Green jogging bottoms (Reception to Year 2)
- Green Hockey/Football socks (Year 3 to 6)
- Shin pads (Year 3 to 6)
- Mouthguard (Year 3 to 6)

### Summer

- Grey blazer
- Green and white striped dress
- Green school sunhat/baseball cap

## Boys

### General

- Green long-sleeved apron for Science/Art/Technology
- Puddle Suit (Reception)
- Shoulder bag with logo (Reception only)
- Backpack with logo (Year 1 to 6)
- Music Bag (Year 3 to 6)
- Hair accessories in school colour green (available from School Office)
- Green and white striped scarf
- Green gloves
- Green winter hat

### Games Kit

- Short white sports socks
- Sports Trainers
- Football boots (Year 3 to 6)
- Hockey stick
- Plain black swimming costume with minimal logos (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)
- Black top and black bottom sport base layer
- White knee high socks
- Black shoes

### Summer

- Grey blazer
- Grey shorts (optional trousers when weather is cooler)

- Green long-sleeved apron for Science/Art/Technology
- Puddle Suit (Reception)
- Shoulder bag with logo (Reception only)
- Backpack with logo (Year 1 to 6)
- Music Bag (Year 3 to 6)
- Hair accessories in school colour green (available from School Office)
- Green and white striped scarf
- Green gloves
- Green winter hat

- Football boots (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)
- Black top and black bottom sport baselayer
- Green school sunhat/baseball cap
- Black shoes

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. 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 provides a safe forum for open discussion and the sharing of views or concerns. It can also be a time when we celebrate kindness, effort and achievement.

The School Promise is at the heart of PSHE lessons as we are honest and to try and work things out together.

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.

We have also introduced a pupil led Wellbeing Team who have been voted in by their peers to look out for each other's emotional wellbeing and mental health. From September we shall be looking at ways to encourage each other and provide key members of the class to talk to and support.

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 two heads of school 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 Mrs McCollin and Mr Adkins. These positions are decided by the sports staff and announced during the year.

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

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.

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	Ringing 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)

Friends of Crescent (FoC) is run by parent representatives from year groups across the school.

The parent representatives form a committee which runs events and fund-raising initiatives that seek to bring the whole school community together.

The committee meets each half term to plan the events which include:

- Macmillan Coffee Morning
- Quiz night (parents only)
- Christmas Bazaar and Summer Fete
- Disco
- Class bake sales
- Family bingo

Funds raised by FoC are reinvested back into the school on items that benefit the children. FoC also supports the school's chosen charities with donations or one-off fundraising initiatives.

Forthcoming events are publicised through the school's weekly e-newsletter The Courier, Classlist, the school community app or on the Friends of Crescent Facebook page.



# 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, mathematics 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 swimming lessons 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 (in Year 6), Science, Geography, History, Religious Education, Computing, Art & Design, Music, Speech & Drama and Physical Education including swimming.

Following our 'Learner Profile', we endeavour to give our pupils opportunity to consolidate their study skills through collaboration, self and peer assessment and impactful feedback.



# 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 Music, Computing, PE, French and Spanish lessons all taught by specialist teachers. This is broadened by co-curricular opportunities.

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, challenged 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.



## Junior da Vinci

### Key Stage 2 (Prep)

The foundations laid in EYFS and Pre-Prep are built on in the Prep Department. As children grow older, independence, self regulation 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 & 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 are introduced in Year 4. Form Teachers 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.

Homework is timetabled building up to 30 minutes a day in Year 6 following DfE guidelines.

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 subjects, this is excellent preparation 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 four nights 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.

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. Younger children in Reception are awarded a Mini da Vinci, recognising their achievements in school life.

At the end of the academic year, the annual Junior da Vinci prizes are also awarded.

## 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 the 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 four night Geography based field trip.

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

## Assessment 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.

There are key points during the year when formal testing takes place for Years 1- 6.

All assessment is compared to national expectations chronologically for every subject.

## 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.

Our learning support hub, led by our teacher SENDCo with support from teaching assistants across the school can provide 1:1 teaching for those children who require additional support.

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.

## 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 in to.

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 our Year 6 children progress on to Princethorpe College, but children have also been awarded places at Kingsley School, Bablake, King Henry VIII School, Warwick School and the local grammar and state 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 stand alone 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. Art is not just for the making of artists but can teach individuals self-confidence and creative and critical thinking. 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 and Expressionism in 2D and 3D, exploring fragmentation of images and use of colour and pattern. Students will also explore art and cultural identity by looking at art throughout history all over the world. 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)

At the Crescent School we recognise the vital importance of ICT and technology in the modern world and instil this in our pupils through both discreet Computing lessons and the wider use of technology in the classroom. Computing equips children with a range of fully transferrable computational skills – flexibility, adaptability, creativity and critical thinking skills that they can utilise to express themselves and make themselves stand out in the future workplace – active participants in a digital world.

We have our own state of the art Computer Suite where the children have a networked 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 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.

Digital Citizenship is taken very seriously at Crescent, providing pupils with the skills not just to keep themselves safe online, but also the ability to participate, safely, intelligently, productively and responsibly in the digital world. We follow the 'Education for a Connected World' framework, made up of 330 very positive 'I can' statements broken down into 8 key areas. This is incredibly progressive as well as age-appropriate, allowing the pupils to develop into safe and secure digital producers and creators as they move through the school. The most powerful defence against online dangers is education, teaching children not to live in fear of technology, but to be able to sensibly and safely use it to enhance and enrich their daily lives.

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

As Design and Technology is so integral to our society and culture, it is important we show our pupils how they can influence future product designs in their lives.

At Crescent we teach pupils the design process from research to evaluation through hands on practical experiences. Research leads to the development of design specifications that pupils use to formulate and create their products. We encourage pupils to have confidence in their own unique ideas when solving problems and presenting solutions to a range of design challenges and to recognise that continual review and improvement is a critical part of the design process. The pupils develop their analytical skills through evaluation of both the process and product.

Design and Technology lessons provide experiences that introduce techniques and methods in construction, electronics, renewable energy sources, mechanisms, textiles and food technology. This may be through designing and making bridges, marble runs, electronic games, moving vessels, kites, Christmas stockings, packaging and healthy meals. It is taught as a specific subject in Years 1 to 6 in blocks throughout the academic year. The children are taught by a specialist teacher to develop their practical skills and they have access to a wide range of technology, tools and materials to enhance their learning experiences.

## 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 most days 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.

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.

Phonics are a regular part of lessons in Pre-prep. This is run alongside spellings. Spelling patterns are taught through the school and the children do have spelling tests to check their learning.

## Forest School

Forest School is an approach that promotes self-esteem, creativity, confidence and independence. It enables supported risk-taking, child-centred learning, exploration and play. Activities are child initiated, allowing children to explore and make choices about their own learning while encouraging children to be physically active. The variety of sessions and activities that are offered provide a host of learning experiences with staff supporting the natural curiosity children have for the world around them and providing the necessary tools to work out answers to questions independently. The benefits of Forest School are wide ranging and include increased self-belief, confidence and concentration as well as improved mental and physical health, communication and problem-solving skills.

Children in Reception will have regular sessions throughout the whole school year while the rest of school will have sessions as part of our Outdoor Learning curriculum.



## French and Spanish

French and Spanish are taught from Reception to Year 6 by Mrs Day, 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.

The youngest children have two thirty minute lessons per week, the older children have a one hour lesson per 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 and 4 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 2, the focus of lessons is an engaging, interactive fun time where children will come away having learned e.g. basic greetings, colours, colours, foods, clothes and animals and also about the cultural differences that French and Spanish speaking countries enjoy.

In Years 3, 4, 5 and 6, the children have 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 they will feel excited about being able to communicate in different languages. The children will have learned about people who live in different countries where French and Spanish is spoken and about different cultures and traditions. 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

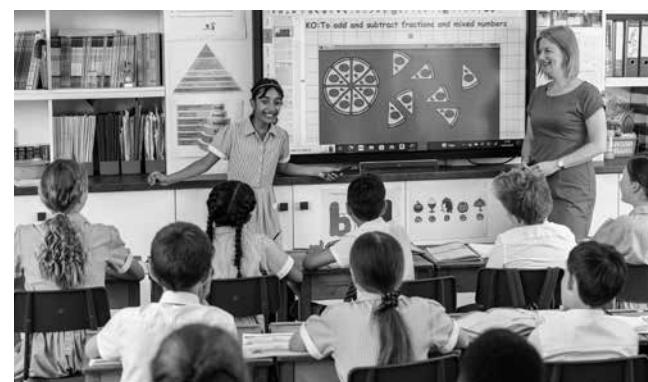
Geography is taught once a week in cross curricular topics in Year 1 and as part of the 'Knowledge and Understanding of the World' learning area in Reception. In Years 2 to 6 it is taught as a separate humanities subject once a week.

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 residential 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 prehistoric, 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 Crescent School 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 have fun 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.

## 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. 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. Mathematical skills are of course relevant across the curriculum and applied regularly in most lessons in some way, shape or form.

### 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 to make decisions and give reasons why. Accurate vocabulary is encouraged and organised layout skills modelled in workbooks and squares.

### Upper School

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 statistics and geometry.

Throughout, there is an emphasis on collaboration 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. 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 in 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 Lent Term 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 established some very successful and enjoyable Choral and Orchestral workshop days for the Choir and Orchestra in conjunction with, the Foundation's other Prep School.

We offer individual lessons in piano, violin, cello, flute, clarinet, saxophone, brass, guitar, drums, singing and music theory. 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 two terms 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 football, netball, hockey, rugby, swimming, 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.

There is also a requirement to deliver Relationships, Health and Sex Education to all our pupils and although this is embedded through our PSHE curriculum, we raise the profile of the importance of positive relationships and physical changes during the Trinity Term. Parents are kept informed of lessons taught, vocabulary used and providing support to their child.

## 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. 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. Through assemblies, RE lessons and in individual form times, we recognise a number of faith practices that our own children are celebrating at home. From Diwali to Eid, from Rosh Hashanah to Vaisakh; we continue to respect the faiths of others and broaden our knowledge beyond our own experiences.



## Science

We believe that the teaching of Science develops in children a life-long curiosity about the world in which they live, raises an awareness of how to care for and respect their environment and the confidence to develop original ideas and a questioning attitude about our universe.

Through the programmes of study in The National Curriculum Key Stages 1 and 2 Framework, pupils acquire knowledge of key topics and develop their scientific skills throughout their primary years. Our teaching allows the iterative revisiting of topics so that pupils can deepen and widen both their knowledge and skills on each successive encounter, preparing them thoroughly for the study of sciences in secondary education.

We deliver science teaching that offers hands on and practical learning opportunities where the children develop ways of finding things out for themselves and gives them experience in problem solving.

They develop their own logical and critical thinking and their skills in collaborative teamwork. Through this approach combined with specific teaching their knowledge and skills grow and they become proficient in selecting and using scientific equipment and collating and interpreting results which leads to an increasing confidence in their own ability to draw conclusions based on real evidence. We encourage children in KS2 to recognise and use the most suitable scientific enquiries for their investigations including observation, grouping and classifying, research, pattern seeking and comparative and fair testing.

In science, we encourage the children to be open-minded and to try to make sense of the world around them. The children are encouraged from a young age to fully use their senses to explore and investigate key scientific themes and concepts. We aim to inspire our pupils to develop a passion for science and to lay the foundations for the next generation of scientists.

Science is taught as a specific subject in Years 1 to 6 and in reception is taught through the Knowledge and Understanding of the World goals. Years 1, 2 and 3 have two lessons of science per week and Years 4, 5 and 6 have three lesson per week. Most of the classes are taught in our purpose-built science room where the children benefit from specialist teaching, resources and materials to support and enhance their teaching and learning.

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## 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.

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.



## Speech and Drama

Speech and Drama is taught at Crescent School from Year 1 upwards. This is a fantastic opportunity for all pupils to gain an insight into the world of the theatre from a very early age.

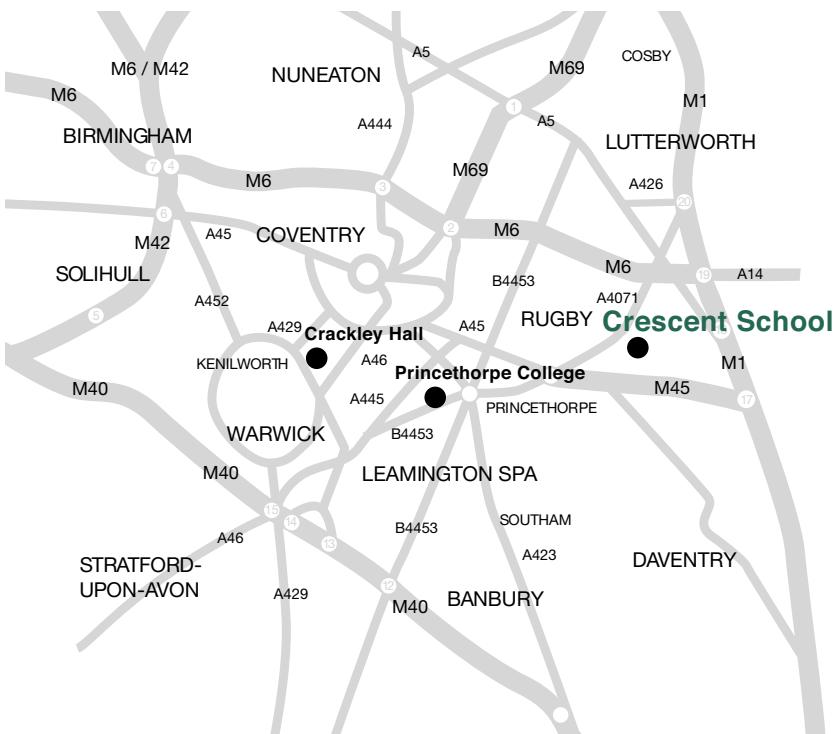
Throughout the year, every child will have their time to perform on stage. This will not only improve acting skills and develop a child's empathy but has been proven to improve confidence, creativity, concentration, communication skills across the wider curriculum.

Children in Year 3 - 6 work towards examinations from the London Academy of Music and Dramatic Arts (LAMDA) and achieve excellent results.

## Thinking Skills

Thinking skills is taught in Year 4 and 5; it is a lesson that prepares children for the verbal and non-verbal reasoning elements often in entrance exams and 11+ exams as well as developing wider problem solving and investigative skills. Children are taught strategies and timings, recognising their own strengths and areas to work on.

## 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 where 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

### **Reception Open Evening**

Tuesday 3 October 2023 - 7.00pm to 8.00pm

### **Open Morning**

Saturday 16 March 2024 - 10.00am to 12.00pm

### **Open Evening**

Tuesday 14 May 2024 - 5.00pm to 7.00pm

### **Induction/Moving Up Morning**

Wednesday 26 June 2024

8.40am to 1.00pm Reception

8.40am to 1.45pm Other Years

### **Welcome Evening**

Thursday 27 June 2024 - 7.00pm to 8.30pm

*Dates could be subject to change.*



**Crescent School**

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