

School inspection report

3 to 5 December 2024

Crescent School

Bawnmore Road

Bilton

Rugby

CV22 7QH

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Trustees maintain effective oversight of all aspects of the school. They ensure that leaders fulfil their responsibilities and promote the wellbeing of pupils at all times.
2. Leaders communicate the school's aims and values effectively, including through constant reference to the 'school promise' of promoting 'good friends, good learners and good citizens'. Leaders and staff model the school's core values of kindness, tolerance and respect effectively so that pupils reflect these in their behaviour.
3. Teaching is typically effective in meeting the needs of different groups of pupils and enabling them to make good progress. Most lessons are well planned and delivered to enable pupils to progress well. Early identification of needs and effective tailored support enable pupils who have special educational needs and/or disabilities (SEND) to make good progress from their starting points. However, some teaching does not consistently provide stretch and challenge for pupils with higher prior attainment.
4. Leaders have high aspirations for pupils' development and understanding of healthy living. They encourage inclusive provision for physical education (PE) in the school curriculum and have designed a sports curriculum centred around sport for all. School sports include a wide range of mixed-gender and mixed-ability activities, with open access to opportunities to compete or participate. The school fields enough teams to allow everyone to have the opportunity to represent the school. Those unable to compete in a given sport are encouraged to be coaches or umpires. The school achieves success in a number of competitions. Leaders utilise staff with particular sporting expertise to provide specialist coaching. This coaching ensures that pupils of all ages make rapid progress in their PE and sporting endeavours. The sports programme is supplemented with a clear cross-curricular education on healthy eating and living which then impacts positively on pupils' performance in class as well as on their physical and emotional wellbeing, resilience and self-confidence. The inclusive and highly effective focus and provision with regard to PE, sport and healthy living is a significant strength of the school.
5. Health and safety and fire safety arrangements are typically effective. The school commissions and acts upon regular fire risk assessments and conducts regular fire evacuation drills. However, during the inspection not all fire doors were kept closed as required. Leaders immediately rectified this once the situation was brought to their attention.
6. The school teaches pupils effectively about why mutual respect, inclusion and equality are important. Pupils learn about the harm caused by prejudice, racism and other forms of discrimination and about people's protected characteristics such as race, religion and sex.
7. Safeguarding arrangements are effective. Staff receive regular safeguarding training. Leaders with designated safeguarding responsibilities respond effectively to any safeguarding issues that may arise and support the pupils affected by them appropriately.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- monitor fire safety arrangements more stringently to ensure that all expected fire safety procedures are adhered to at all times
- ensure that teaching consistently provides stretch and challenge for pupils with higher prior attainment.

Section 1: Leadership and management, and governance

8. Leaders demonstrate appropriate knowledge and skills to fulfil their responsibilities across all aspects of school life effectively so that pupils' wellbeing is consistently promoted. They effectively communicate the aims and ethos of the school so that parents, pupils and staff understand the school's intent for all pupils to develop the qualities of kindness, tolerance and mutual respect in a caring environment.
9. Leaders evaluate the school carefully to ensure that policies and procedures are implemented effectively. They consult pupils about their experience of the school through regular surveys and by listening to the views of the school council. Leaders also consult staff about the content and usefulness of policies such as those addressing bullying and behaviour. This results in clear expectations and informed co-operation from staff. Leaders also provide staff with a high level of training to equip them with knowledge of current ideas about best practice. Leaders use their self-evaluation to generate a continuously reviewed five-year development plan which includes annual key priorities and objectives.
10. Trustees monitor the work of the school through the scrutiny of leaders' reports, visits to the school and an annual review of policies. Their oversight ensures that the school meets the Standards.
11. The risk assessment policy guides staff on how to carry out suitable risk assessments. Risk assessments identify potential risks across all aspects of the provision, including premises and accommodation, activities and school trips. They put in place appropriate measures to mitigate the risks that have been identified. Trustees oversee risk management and discuss it at every full trustee meeting. A specific trustee has responsibility for aspects of risk and liaises closely with leaders. Effective risk assessment training is in place and leaders carry out regular reviews of risk assessments as well as evaluations of their effectiveness following school trips.
12. Leaders provide reports to parents about their children's progress and attainment. All other required information is provided on the school's website. Termly events such as open corridor evenings enable parents to see the progress that their children are making. Formal parent consultations are held annually. Leaders provide the local authority with the required information related to those pupils who have an education, health and care (EHC) plan.
13. Leaders maintain effective links with other agencies, such as the local safeguarding partners and external specialists who provide advice and support towards the provision for pupils who have SEND.
14. Leaders ensure that formal and informal complaints are responded to in an effective and timely manner. Complaints and any actions in response to these are recorded appropriately. Trustees oversee leaders' management of complaints and also consider the school's parental surveys to stay informed of parental comments and feedback.
15. Leaders implement a suitable accessibility plan which is reviewed annually. The school meets the requirements of the Equality Act 2010.

The extent to which the school meets Standards relating to leadership and management, and governance

16. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

17. The school provides a broad and engaging curriculum that covers all required areas and a wide range of subjects, including art, design technology, music, drama, Latin and modern foreign languages. Effective schemes of work are in place which help to guide teachers by identifying clear learning points. Cross-curricular planning enables teachers to co-ordinate and link pupils' learning across different curriculum areas.
18. Leaders make regular checks on teaching through lesson observations and learning walks to ensure that teaching remains effective and promotes the school's positive values. Teaching staff create a purposeful and calm learning environment. Teachers utilise their good subject knowledge to inform their explanations and to ask pupils clear questions that clarify and focus their thinking. Typically well-planned teaching utilises a variety of strategies effectively to develop pupils' ability to think for themselves and enable them to make good progress. Teachers make effective use of good-quality resources to engage pupils and support their learning. Teachers manage behaviour in lessons effectively through teaching that keeps pupils motivated and focused. However, in some lessons teaching is not matched to the individual needs of pupils and does not build on their prior attainment as well as otherwise in the school, thus limiting their progress.
19. Leaders identify the individual needs of pupils who have SEND through effective assessment and observation and put in place regularly reviewed individual education plans. These provide clear guidance for those in teaching roles about the pupils' targets and which teaching methods to use to help pupils reach these. Pupils who have SEND also receive effective support from learning assistants who act under the teacher's direction, and as a result they make good progress from their starting points. This is also the case for the few pupils who speak English as an additional language (EAL), who require additional support for their English.
20. Children in Reception access a suitable curriculum that enables them to meet the early-learning goals before the end of the year. There is an appropriate balance of child-led and adult-led activities, with staff taking effective advantage of opportunities that present themselves to enable children to explore for themselves and think critically about their observations and discoveries. A language-rich environment and effective teaching of the sounds that letters make enables children to develop their language and literacy skills well. Reception staff liaise closely with parents, providing detailed reports. They are easily accessible to parents and provide them with clear advice about how to support their children's learning.
21. An effective system to track pupils' progress is in place. Teachers use the information that this provides to help adapt the curriculum to the needs of individual pupils. Teachers' feedback to pupils provides them with clear guidance about how to improve their work further.
22. Pupils have access to a wide range of inclusive extra-curricular activities and clubs. The recreational activities on offer allow pupils to follow their interests and develop their knowledge, skills and confidence in areas such as sport, music, drama, cookery and chess.

The extent to which the school meets Standards relating to the quality of education, training and recreation

23. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

24. Leaders use assemblies and special events to publicly convey their recognition of pupils' effort, achievement and value. They refer to the 'school promise' to promote the importance of friendship and respect and encourage pupils of all ages to appreciate each other's achievements and identities. Similarly, teachers praise pupils for the quality of their work and effort and reassure them that they are capable and can succeed when they face difficulties. In such ways, the school supports the development of pupils' self-awareness, resilience and self-confidence.
25. The school enables pupils to develop their spiritual awareness. Religious education lessons develop pupils' knowledge and understanding of different religions and faiths and encourage them to reflect on the similarities and differences between them. Pupils are given time to reflect during the day and are able to visit a calming wellbeing room when they need to. Events such as 'chit chat Tuesday' allow pupils further reflection time as well as an opportunity to be provided with additional emotional support when required.
26. The personal, social, health and economic (PSHE) education programme contains appropriate content and is delivered with consideration of individual pupils' circumstances and sensitivities. The programme utilises a commercially available PSHE scheme as well as local authority materials. Pupils are taught ways to recognise and manage their emotions and about themes such as the impact of disability. The relationships and sex education (RSE) strand of the PSHE programme contains content that meets the requirements of current statutory guidance and is suitable and age appropriate. Pupils learn about different types of families and healthy relationships, and how to maintain positive friendships.
27. Leaders have developed an effective and inclusive PE programme to promote healthy living that is wholly inclusive and skilfully designed to develop pupils' skills and learning. The range of sports and other activities allows pupils to participate in different ways, playing, coaching or umpiring, ensuring that each pupil has an important and meaningful role to play. This has a very positive impact on their self-confidence and self-esteem. Sports teams regularly play against other schools, and the school fields enough teams for everyone to have the opportunity to represent the school. The most able sports players have gained success in helping school teams to many cups and competition victories. Staff with expertise in particular sports provide specialist coaching, with the effect that pupils develop skills in these sports rapidly. The sports programme is supplemented with a clear focus on healthy eating and living, including through science lessons. Pupils learn highly effectively about the benefits of a nutritious and well-balanced diet and exercise, and develop a deep understanding of the factors that contribute to healthy living.
28. Leaders encourage pupils to be kind and respectful to each other. Their reinforcement of the 'school promise' contributes to the prevention of bullying and poor behaviour. Leaders and staff implement appropriate rewards and sanctions fairly to promote good behaviour, and pupils understand what these are and how they relate to expected behaviour. As a result, pupils behave well and instances of poor behaviour and bullying are extremely rare. Leaders monitor any instances of poor behaviour. Events such as anti-bullying week help to highlight and inform pupils about the nature of different types of bullying and the negative impact they can have on people.

29. The premises and accommodation provide a suitable and well-maintained learning environment. Facilities such as the medical room and the catering are effectively maintained and hygienic. Leaders arrange for all required checks and maintenance to be carried out. This includes those required on fire safety equipment. A suitable fire risk assessment is in place, and the school conducts fire evacuation drills at least termly. However, during the inspection some fire doors were propped open in contravention of the school's expected procedures. This was rectified immediately by leaders once it became apparent.
30. The school maintains admission and attendance registers as required by current statutory guidance. Leaders monitor patterns of absence and act effectively to minimise and reduce any low attendance and as a result school attendance is high. The school informs the local authority of any pupils who leave or join at non-standard times of transition.
31. Effective supervision of pupils is in place. High staff-to-child ratios are maintained in Reception. At breaktime and lunch there are sufficient staff in place to supervise pupils effectively.
32. Arrangements to provide first aid care are effective. A suitable number of staff are trained in first aid, including paediatric first aid, to cater for the needs of the pupils. Appropriate procedures for any administration of medication or first aid are in place.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 33. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

34. Leaders place emphasis on inclusivity and diversity. They promote a culture of mutual respect across the school, including through reference to the 'school promise'. The PSHE programme includes a focus on cultural diversity and the importance of inclusion and mutual respect. Pupils learn through subjects such as PSHE and history and through assemblies about the harm caused by discrimination and prejudice. They learn about the importance of equality and inclusion and why it is important to reflect people's protected characteristics such as race, religion, sex and sexual orientation. The school's promotion of the importance of mutual respect is enhanced by a range of 'cultural days' co-ordinated with teaching in PSHE and religious studies, events such as 'odd socks day', and parents coming into school to discuss home cultures and religious beliefs. The school's education of pupils about cultural diversity prepares them well for life in British society.
35. The school develops pupils' social awareness and sense of responsibility to others in the community effectively. Pupils work collaboratively to support each other and treat each other with respect. For example, in Reception, children spontaneously help each other in a variety of ways, and are encouraged to do so by staff. Initiatives such as the 'buddy' system and the supervision of younger pupils during lunch increases social responsibility for older pupils. The oldest pupils also take part in a community week in the summer term during which they contribute to various organisations within the local community. Pupils have a role in selecting charitable causes to support, such as a dog welfare charity, the air ambulance service and a local children's hospital.
36. The school develops pupils' economic awareness effectively. This starts at an early age with sessions on the practical uses of money. Pupils learn about themes such as the importance of budgeting and ways of doing it effectively. They also look at entrepreneurship as part of the PSHE programme.
37. Pupils learn about British society and key British institutions. For example, Year 6 pupils attend workshops with a Justice of the Peace and younger pupils take part in a lesson about how British law operates and the principles upon which it does so.
38. Pupils learn about democracy in PSHE, supplemented by a visit to the Houses of Parliament and mock debates representing different positions. Staff ensure that any discussions that refer to political content or current affairs are conducted impartially and without bias. Pupils in Year 6 vote for positions such as house captains. Pupils across the school use a similar democratic process to vote for school councillors.
39. The school enables pupils to develop their moral awareness well. As well as promoting the moral values inherent in the 'school promise', staff teach pupils and engage them in discussions about themes such as fairness, kindness and the purpose of rules and laws. Pupils explore ethical themes when they are raised by the subjects that they study, such as particular events in history, issues such as access to medicine in geography, or particular texts and stories in English, such as *War Horse*.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

40. All the relevant Standards are met.

Safeguarding

41. Leaders maintain an effective safeguarding culture across the school. Safeguarding policies and procedures are in line with current statutory guidance.
42. Trustees monitor the school's safeguarding arrangements effectively. A trustee with a specific focus on safeguarding meets regularly with the designated safeguarding lead (DSL) to monitor the safeguarding policy and to offer support and advice to the DSL. The safeguarding trustee meets with teaching and non-teaching staff as well as pupils on at least a termly basis. The DSL reports to the full trustee board as well as having regular discussions with other schools in the foundation. Trustees carry out an annual review of safeguarding in the school. Trustees are trained at least annually on a range of safeguarding issues.
43. Leaders ensure that all staff and volunteers receive suitable safeguarding training when they join the school. Those with DSL responsibilities receive appropriate additional training. All training is updated at regular intervals. Staff understand the school's safeguarding procedures and their responsibilities under the staff code of conduct.
44. The safeguarding team respond effectively whenever any safeguarding concerns are raised. This includes providing support to any pupils affected by safeguarding issues. There are clear thresholds in place for the school to liaise with relevant external agencies, and to refer safeguarding concerns where necessary. Suitable procedures for responding to any allegations against or low-level concerns about adults working with pupils are in place and understood by staff. However, not all staff understand what is meant by the term 'low-level concern'.
45. The school teaches pupils how to stay safe, including when online. Suitable filtering and monitoring of online activity is in place, and this is overseen by the DSL. Pupils know who to contact if they have a concern.
46. The school carries out all required safer recruitment checks on staff members, volunteers and trustees before they commence working at the school. These checks are recorded on a suitable single central record of appointments (SCR). Trustees monitor the SCR at least termly.

The extent to which the school meets Standards relating to safeguarding

- 47. All the relevant Standards are met.**

School details

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| School | Crescent School |
| Department for Education number | 937/6041 |
| Registered charity number | 1087124 |
| Address | Crescent School Bawnmore Road Bilton Rugby Warwickshire CV22 7QH |
| Phone number | 01788 521595 |
| Email address | post@crescentschool.co.uk |
| Website | http://www.crescentschool.co.uk |
| Proprietor | The Princethorpe Foundation |
| Chair | Mrs Liz Griffin |
| Headteacher | Mr Joe Thackway |
| Age range | 4 to 11 |
| Number of pupils | 191 |
| Date of previous inspection | 28 September to 1 October 2021 |

Information about the school

48. Crescent School is an independent co-educational day school for pupils situated in Bilton, Rugby. Since 2016, it has been part of the Princethorpe Foundation, a company limited by guarantee and a registered charity. The directors of the company are trustees who oversee three schools within its foundation.
49. There are 20 pupils in the early years, in one Reception class.
50. The school has identified 26 pupils as having special educational needs and/or disabilities (SEND). Two pupils in the school have an education, health and care (EHC) plan.
51. English is an additional language for ten pupils.
52. The school states its aims are to provide an outstanding all-round education for its pupils. It seeks 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. The school aim is to create good learners, good friends and good citizens.

Inspection details

Inspection dates

3 to 5 December 2024

53. A team of three inspectors visited the school for two and a half days. The on-site inspection was quality assured by a monitor.

54. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

55. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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