

School inspection report

30 September to 2 October 2025

St Crispin's School

4 – 6 St Mary's Road

Leicester

LE2 1XA

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. The proprietor does not maintain effective oversight of the school in order to ensure that leaders display good knowledge and skills or fulfil their responsibilities effectively. As a result, the school does not promote pupils' wellbeing effectively and there are serious and multiple failings in the school's provision.
2. The proprietor does not ensure that all secondary-aged pupils are provided with relationships and sex education (RSE).
3. Health and safety arrangements are not effective. In particular, leaders have not addressed outstanding actions from the legionella risk assessment nor have they ensured that gas safety checks are carried out as required. As a result, the premises and accommodation are not suitably maintained.
4. First aid arrangements are unsuitable. No staff are trained in paediatric first aid, as required in the early years. Some first aid boxes contain out-of-date supplies.
5. The proprietor does not ensure that attendance registers are maintained in accordance with current statutory requirements. The school does not inform the local authority of sustained absenteeism as required.
6. The curriculum and programme of activities are designed to ensure that each pupil has the opportunity to achieve. Teachers take individual pupils' needs and prior attainment into account so that teaching meets their needs effectively and enables them to make good progress. Staff provide pupils with individual support throughout lessons and activities and maintain positive working relationships with pupils.
7. Behaviour management is effective. Leaders monitor pupils' behaviour closely and make typically effective use of credits and sanctions and clear expectations to ensure that pupils behave well. Teachers ensure that the classrooms are orderly and quiet before teaching and that disruption is kept to a minimum throughout the day.
8. The school provides effective careers guidance overall. However, the careers advice provided to senior pupils does not inform them of a broad range of career options as effectively as possible.
9. The school develops pupils' understanding of right and wrong and encourages them to be tolerant and respectful of others. Pupils are supportive of each other, demonstrating mutual respect through their care and attention for one another.
10. Leaders respond effectively to any safeguarding concerns that are raised. However, leaders have allowed a volunteer to work at the school without the required risk assessment being in place. Leaders rectified this during the inspection.
11. The attendance policy and some previous inspection reports were not available on the school's website at the start of the inspection. Leaders rectified this before the inspection ended. The RSE policy was still not available on the school's website by the close of the inspection.

12. Leaders have begun the work to review the school and its effectiveness. There is some urgency to ensure that this is completed in full, so that the school's aims are delivered, so that the pupils' wellbeing is actively promoted and the requirements of the Standards are met.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not 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 not met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that persons with leadership and management responsibilities at the school:

- demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are consistently met
- fulfil their responsibilities effectively, so that the independent school Standards are consistently met and
- actively promote the wellbeing of the pupils

so that:

- all secondary-aged pupils are provided with relationships and sex education (RSE)
- all necessary health and safety checks, particularly those relating to gas safety and legionella, are carried out when required
- at least one member of staff who has a current paediatric first aid (PFA) certificate is on the premises and available at all times when children are present, including on outings
- supplies in first aid boxes are kept up to date
- the attendance registers are maintained correctly
- the school informs the local authority of any sustained absenteeism as required by current statutory guidance.

Recommended next steps

Leaders should:

- ensure that an appropriate risk assessment is in place before any volunteer works with pupils
- ensure that staff have a consistently secure understanding of low-level concerns

- strengthen the careers guidance provided to senior pupils to better inform them of a broad range of career options
- ensure that all required policies and information, particularly the attendance policy and previous inspection reports, are published on the school's website.

Section 1: Leadership and management, and governance

13. The proprietor does not ensure that those with leadership and management responsibilities at the school have the skills and knowledge required to fulfil their responsibilities effectively. As a result, the school does not promote pupils' wellbeing effectively nor does it meet all of the Standards.
14. Leaders have started to evaluate the school's effectiveness, although, at present, they do not have a full understanding of which areas of the school's provision merit attention. They do not always take effective action, with the result that not all policies are implemented appropriately and the school does not meet all of the Standards. However, some actions taken are effective, such as recent developments in how the school tracks the progress of pupils who have special educational needs and/or disabilities (SEND) and the subsequent individual learning plans (ILP) that they generate for these pupils.
15. The proprietor and leaders communicate clearly to staff, pupils and parents about the school's focus and aims. As a result, staff understand the philosophy of the school and its intended focus of matching teaching to pupils' prior attainment and needs, and apply this approach to their lessons.
16. The school meets its duties under the Equality Act 2010. A suitable accessibility plan is in place. The proprietor and leaders review this regularly to ensure that effective action is taken to enable pupils to access the curriculum and the premises.
17. The school provides regular reports to parents about their child's progress and learning. However, at the start of the inspection, some previous inspection reports, the first aid policy and the attendance policy were missing from the school's website. Leaders rectified this during the inspection. The RSE policy was not made available on the website by the end of the inspection.
18. Leaders provide the local authority with all required information relating to the use of funding for pupils who have an education, health and care plan (EHC plan). They have not established effective links with external agencies with regard to attendance. Leaders seek appropriate advice and refer safeguarding concerns in line with the local authority's expected process.
19. Leaders implement a suitable complaints policy effectively and communicate swiftly with any parents who voice a concern. The school maintains appropriate records of any complaints submitted.

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

20. Standards are not met consistently with respect to relationships and sex education, health and safety, first aid, attendance, maintenance and safeguarding.
21. As a result, Standards relating to leadership and management, and governance are not met.
- 22. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Section 2: Quality of education, training and recreation

23. Appropriate curriculum plans, schemes of work and programmes of activities are in place. Leaders plan the curriculum to include a sufficient range of subjects and take account of pupils' individual needs and prior attainment. Schemes of work are designed to offer flexibility so that teaching can be adapted to the needs of the pupils. The content of the schemes of work reflects the age-related expectations of the national curriculum.
24. Staff teach children in the early years effectively and provide them with suitable activities and resources that engage them and promote their learning. Teaching includes a balance between clear direction and the opportunity for children to learn for themselves through play and discovery. Children develop their communication and language skills well due to effective teaching about phonics and staff constantly engaging with them in dialogue.
25. Teachers use their appropriate subject knowledge to plan effective lessons for pupils of different ages and levels of prior attainment. Teachers use effective teaching methods to promote pupils' learning and enable them to make good progress. They manage behaviour closely throughout the lessons so that pupils remain interested in their work, act responsibly and maintain their self-motivation to learn.
26. A suitable assessment framework is in place. Leaders and teachers assess pupils' performance on an individual basis. Subject leaders assess pupils' starting points and calculate how well they make progress from them. They use their findings to inform the planning of schemes of work and allow teachers to adapt these to ensure that lessons meet pupils' needs. Teachers' feedback enables pupils to actively review their work and understand how to improve it further.
27. Leaders support pupils who have SEND through individual learning plans (ILPs) which articulate their specific individual needs and strategies to meet these needs. Teachers use these ILPs to adapt and modify their support appropriately so that pupils who have SEND make good progress from their starting points.
28. Pupils who speak English as an additional language (EAL) receive suitable support, should this be required, in lessons or additional sessions depending on the pupils' particular needs. Pupils who speak EAL make good progress in their development of English skills and comprehension as a result.
29. Leaders provide opportunities for pupils to participate in a range of recreational activities at suitable times throughout the school day. Pupils can choose how they spend their recreation time in terms of the club or activity they wish to participate in. They develop their skills and interests in areas such as games featuring popular animated characters, science, information and communication technology (ICT) and sports. Pupils are able to develop their own coaching skills through leading some clubs, which develops their confidence and ability to communicate in front of others.

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

30. All the relevant Standards are met.

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

31. Leaders do not ensure that all pupils receive RSE as required by current statutory guidance. In particular, pupils in Years 10 and 11 do not receive RSE lessons.
32. Leaders do not ensure that the school has effective health and safety arrangements nor that these are maintained effectively. The school have not ensured that gas safety checks are carried out as required. Leaders have not carried out the required actions identified by a legionella risk assessment. As a result, the premises and accommodation are not suitably maintained.
33. First aid arrangements are not effective. There are no staff in the early years trained in paediatric first aid as required. Supplies in some first aid boxes are out of date.
34. The school does not maintain attendance registers suitably. The codes used to record absenteeism are not those required by current statutory guidance.
35. Fire safety arrangements are effective. Leaders commission a suitable fire risk assessment from external specialists. Fire evacuation drills take place regularly.
36. The personal, social, health and economic education (PSHE) programme contains appropriate content. Pupils learn about themes such as different types of healthy relationships and the impact of bullying or coercive behaviours. Pupils in Years 8 and 9, in the RSE component of the programme, learn in an age-appropriate manner about themes such as contraception and keeping themselves safe and healthy. Teachers engage pupils in discussions that enable them to review their learning and clarify the content of the lessons.
37. The physical education (PE) programme helps pupils to develop their physical skills, stamina and co-ordination. Children in the early years receive physical education that supports the development of their gross motor skills. Teachers of PE utilise their specialist knowledge to give pupils individual targets and advice that enables them to hone particular skills, such as ball control.
38. Leaders and staff implement the school's behaviour management policy effectively throughout the school. Staff communicate their expectations of behaviour clearly and ensure that pupils understand the school's system of credits and sanctions, known as 'standards', and how these apply to different types of behaviour. However, staff do not always apply sanctions in a consistent manner.
39. The anti-bullying strategy helps prevent and minimise bullying at the school. Pupils learn about different forms of bullying, such as physical, emotional and online bullying, and how to report any concerns about bullying that they might have.
40. Supervision is effective. Staff are deployed so that they can provide support to children and pupils when required.
41. The school maintains a suitable admission register that contains all required information. Leaders inform the local authority whenever pupils join or leave the school at non-standard times of transition.

42. Pupils are given time to engage, reflect and develop their spiritual understanding through the whole-school weekly assembly. Pupils learn about a range of different religions and their spiritual ideas and practice.

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

43. Standards are not met consistently with respect to relationships and sex education, health and safety, first aid, attendance and maintenance.

44. As a result, Standards relating to pupils' physical and mental health and emotional wellbeing are not met.

45. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.

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

46. The school actively promotes British values, such as those of tolerance and mutual respect, including through the PSHE programme, citizenship lessons and whole-school assemblies. The promotion of positive and respectful relationships is a core focus of the school. Through whole-school assemblies and form time, leaders promote kind and compassionate behaviour and develop pupils' sense of moral responsibility for their own actions.
47. Pupils learn about different religions and cultures and why respect for others is important. They develop an understanding of democratic principles and experience the democratic process when applying for leadership positions and voting for those who have applied. Leaders ensure that any discussion that refers to political issues is conducted impartially and without bias.
48. The school provides effective careers guidance overall. Leaders provide pupils with timetabled careers provision up to and including those in Year 9. Pupils in Year 11 are provided with access to an online prospectus and application system for their next steps in education. Pupils undertake work experience and receive individual advice about and how best to apply for post-16 education and employment. However, the careers guidance provided to pupils in Years 10 and 11 does not inform them of a broad range of career options as effectively as possible.
49. Teachers develop children's social skills and understanding effectively. They encourage children to take turns, listen carefully, share their activities and respect each other's views and feelings. Older pupils in leadership positions help model positive social behaviour to younger ones.
50. Pupils learn about human rights through PSHE lessons and assemblies. Pupils explore key historical events and the lives of important figures to help them understand why discrimination and prejudice are harmful and how people have campaigned to have their rights respected.
51. Leaders develop pupils' economic knowledge and awareness effectively. For example, in citizenship lessons, pupils learn about topics such as managing one's own finances, and how interest rates and mortgages work. Business enterprise lessons develop pupils' understanding of budgeting and making financial choices.

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

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

Safeguarding

53. Leaders do not ensure that all safeguarding arrangements are effective. In particular, the school does not inform the local authority when pupils are absent for a sustained period, as required by current statutory guidance.
54. Members of the safeguarding team receive appropriate training to prepare them for their roles. They respond effectively to any safeguarding concerns that are raised, including by providing support to any pupils affected by safeguarding issues. Leaders with safeguarding responsibilities seek advice from safeguarding partners, such as the local authority, and refer concerns to the relevant external safeguarding agencies when appropriate.
55. Leaders with safeguarding responsibilities ensure that staff receive timely and suitable safeguarding training, including when they commence working at the school. This enables staff to understand how to report any safeguarding concerns about pupils effectively. However, staff have a less consistently secure understanding of low-level concerns about adults, and how to report them.
56. Safer recruitment procedures are typically effective. Leaders ensure that all required pre-employment checks are carried out on staff before they commence working at the school. The school maintains an accurate single central record of appointments that records, as required, the checks that have been carried out. However, the school does not always ensure that a risk assessment is in place before volunteers begin working with pupils.
57. The school implements its online safety policy effectively. It teaches pupils how to stay safe when online, including through assemblies and the PSHE programme, so that they can articulate potential risks of the internet and social media. A suitable internet filtering and monitoring system is in place and reviewed and tested regularly.

The extent to which the school meets Standards relating to Safeguarding

58. Standards are not met consistently with respect to attendance and safeguarding.
59. As a result, Standards relating to safeguarding are not met.
- 60. Not all the relevant Standards are met. A schedule of unmet Standards is included in the report.**

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school Standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

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

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2A(1)	The standard in this paragraph is met if the proprietor—
2A(1)(b)	ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)
2A(1)(g)	publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
ISSR Part 3, paragraph 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
ISSR Part 3, paragraph 13	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and implementation of a written first aid policy.
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.
ISSR Part 5, paragraph 25	The standard in this paragraph is met if the proprietor ensures that the school premises and accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
EYFS 3.11	Providers must follow up on absences in a timely manner. If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, attempts must be made to contact the child's parents and/or carers and alternative emergency contacts. Providers must consider patterns and trends in a child's absences and their personal circumstances and use their

	professional judgement when deciding if the child's absence should be considered as prolonged. Consideration must be given to the child's vulnerability, parent's and/or carer's vulnerability and their home life. Any concerns must be referred to local children's social care services and/or a police welfare check requested.
EYFS 3.12	Providers must have an attendance policy that they share with parents and/or carers. This must include expectations for reporting child absences and the actions providers will take if a child is absent without notification or for a prolonged period of time, for example: implementing the setting's safeguarding procedures, following up with the parents and/or carers and contacting emergency contacts if parents and/or carers are not contactable.
EYFS 3.36	At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A. PFA training must be renewed every three years and be relevant for people caring for young children and babies.
EYFS 3.37	Providers should take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.
EYFS 3.38	All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting. All staff who have completed the experience-based route must obtain a PFA qualification before they can be included in the staff:child ratios at level 3. To continue to be included in the ratio requirement the certificate must be renewed every 3 years.
EYFS 3.39	Providers should display (or make available to parents) staff PFA certificates or a list of staff who have a current PFA certificate.
EYFS 3.79	Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.

School details

School	St Crispin's School
Department for Education number	856/6000
Address	4 – 6 St Mary's Road Leicester Leicestershire LE2 1XA
Phone number	0116 270 7648
Email address	office@stcrispins.co.uk
Website	www.stcrispins.co.uk
Proprietor	Mr Christopher Lofthouse
Headteacher	Mr Andrew Atkin
Age range	2 to 16
Number of pupils	77
Date of previous inspection	4 to 6 October 2022

Information about the school

61. St Crispin's School is an independent co-educational day school located in the Stoneygate area of Leicester. Founded in 1945, it merged with a nearby school in 1990. The school is overseen by the current proprietor, who acquired the school in December 2015 and is a joint director of the company, along with his wife. The proprietor also has leadership and teaching roles in the school. The school comprises three sections: the early years, for children aged from three to five years; the prep school, for pupils in Years 1 to 6; and the senior school, for pupils in Years 7 to 11.
62. There are 13 children in the early years. They are taught together with pupils in Year 1.
63. The school has identified 12 pupils as having special educational needs and/or disabilities (SEND). Five pupils in the school have an education, health and care plan (EHC plan).
64. The school has identified a very small proportion of pupils as speaking English as an additional language (EAL).
65. The school states its aims are to create a safe and nurturing community where every pupil is empowered to reach their full potential. It intends to prioritise selflessness, always putting the needs of pupils first, and uphold the values of honesty, integrity and transparency in all that it does. The school intends to promote excellence and work together to shape individuals who are resilient, compassionate and prepared for the future. The school seeks to be guided by its motto, 'Respice Finem (look to the end)' and to remain focused on the ultimate goal of fostering lifelong learners and responsible global citizens.

Inspection details

Inspection dates

30 September to 2 October 2025

66. A team of three inspectors visited the school for two and a half days.

67. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor
- 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.

68. 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**.

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For more information, please visit isi.net