

**Five Rivers<sup>®</sup>  
Education**



# The Spires School

A unique education provision

# About us



## Five Rivers Child Care

Pupils thrive in this learning environment. The personal, social and health education (PSHE) curriculum enables pupils to develop a very strong understanding of the world beyond school. Through the very well structured careers programme, pupils are well prepared for their next steps in education and employment. The personal development curriculum transforms the life chances of pupils at the school.

- **Education:** Five Rivers Child Care schools provide a therapeutic educational framework that promotes emotional growth alongside academic success, and so encourages holistic child development. Our education provision is fully integrated with our other services.
- **Assessment and Therapy:** We formulate our individually tailored education plans with input from our team of clinicians. They support the children as they experience therapeutic intervention and prepare them for any transitions in their care or treatment.
- **Crisis Intervention:** Children undergoing a crisis must have educational support creating a familiar, stable base while achieving success step by step to rebuild self esteem.
- **Fostering:** Children in care of our fostering service can receive tailored one to one educational support through our outreach service 1 ACE.
- **Residential:** Children in residential care have access to onsite registered schools or receive tailored one to one support through our outreach service 1 ACE.

“Relationships between staff and pupils are inspiring. This enables pupils to thrive in an environment where they feel safe, nurtured and well looked after.”

**Ofsted**

## Our school

The Spires School is a small, unique education provision, rated ‘Good’ by Ofsted in 2024 with Outstanding in Personal Development. Based in Salisbury and offering a range of rich learning opportunities for pupils aged 6–18 years. The Spires School is a happy, safe and welcoming environment, which allows our pupils to achieve their own academic targets whilst feeling safe, secure and boosting their self esteem. We are proud of our school, the pupils and the values that underpin all of our work here:

**Strive, Pride, Independence, Resilience, Excellence, Support**



## Ofsted

The Spires School was rated ‘Good’ by Ofsted in its most recent inspection with outstanding in Personal Development. Pupils’ personal development through the curriculum is impressive. They

are prepared for the world beyond school very well.

For example, pupils are very knowledgeable about the complexities of relationships. Through the curriculum, pupils become reflective and thoughtful.



## The Attachment and Trauma Sensitive Schools Award (ATSSA)

The Attachment and Trauma-Sensitive Award validates schools that demonstrate a culture of compassion and nurture, fundamental components for getting

children into a state of ‘learning readiness’. The Award is issued only to providers who can demonstrate they have met its rigorous quality standards. We are delighted to have achieved the Gold Award.

# The school day

## Our pupils

We believe that all of our children and young people benefit from the consistency and dedication of an integrated team.

- Pupils that have had long/sustained periods of time out of education will be presented with the opportunity to follow a personalised educational timetable, studying the seven areas of learning.
- 1 ACE (Another Chance Education) is our alternative provision; a school without walls. 1 ACE works with children and young people who have had limited success in formal education, or who have struggled in specialised settings. Offering the opportunity to follow a personalised educational timetable, studying the seven areas of learning.
- Pupils are able to address previous trauma and plan for a positive future (mentally, emotionally and academically), by working with the Spires Therapy team which includes Educational psychologists, Psychotherapists, occupational therapists and more. The Spires is a Thrive school and embraces trauma informed practices within all aspects of the curriculum.
- Our educational settings provide a supportive environment meaning pupils can build and maintain positive and meaningful relationships with both staff and peers.
- Pupils are in an environment which gives them the chance to re-establish trust in adults and their intentions.
- We believe in our pupils and support them to increase their self-esteem and believe in their abilities.
- A key part of our curriculum is supporting pupils to develop further communication skills and the ability to verbalise needs.
- To help close the gap to achieving age related expectations.

Painting by one of our pupils



## Expectations

The Spires School has high expectations for all its pupils. The pupils wear uniform and have clearly defined individual behaviour plans that all the team are aware of. We have a system of rewards called 'Cool Points' that focus on presentation, behaviour for learning, effort, excellence and social skills. Practice is reflective and restorative and implemented in a consistent and fair manner.

## English as an Additional Language (EAL) and Special Educational Needs and Disability (SEND)

Further information can be provided by the school concerning the arrangement for supporting pupils with English as their second language. All information, if requested, can be made available prior to any meeting. Our aim is to identify and support every special need identified or diagnosed. Every child will be offered a weekly therapy session and educational resources will be tailored to meet the needs of the pupils. All pupils will work on an individualised timetable designed to meet their specific needs.

## Enrichment

We believe that learning extends well beyond the classroom so The Spires School offers all pupils access to a range of enrichment activities that supports them to be successful in life. Numerous extracurricular activities take place at lunchtimes and during the school day. These activities provide opportunities for pupils to learn new skills, build positive relationships and develop their confidence, teamwork and communication skills.

Enrichment activities on offer include:

- Trips and visits
- Computing and gaming
- Art and design
- Cooking
- Sport
- Music and drumming qualifications
- Outdoor education
- Specific child centred interests: eg trains and railways

# Our curriculum

## The curriculum

Every day is unique and individual to each child, taking account of their learning needs and interests. Our approach to learning is thematic, with a core theme each term, connecting the seven curriculum areas of Literacy, Numeracy, Science and Technology, The World Around Us, Creativity, Skills for Life alongside Physical Education and Wellbeing.

Within the school day there is a focus on core learning of Literacy, Numeracy, Science and Technology. Which is supplemented with lessons that focus on Wellbeing and Vocational Studies. Within these curriculum areas, students can focus on their own personal development.

The curriculum is enhanced by weekly sessions with The Spires Outdoor Learning Team. Here, there is a strong emphasis on teambuilding, developing leadership skills and facing personal challenge through activities that run from biking, canoeing abseiling, wild cooking, hiking, and paddleboarding. We offer swimming sessions once a week and have links with the local leisure centre where any pupils aged 14+ have the opportunity to develop their own personal health through use of the supervised gym.

The Spires School is a registered exam base, so all pupils can work towards accredited courses, e.g. Functional Skills, AQA Unit Awards, ASDAN Awards, CoPE and GCSE's. This is complemented by vocational studies and life skills.

“Pupils learn to build strong relationships with staff and each other. Pupils learn the importance of empathy and kindness. As a result, they re-engage with learning and flourish” **Ofsted**

▼ **Example timetable** (All timetables are personalised to the pupil; the below example demonstrates a range of opportunities)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING	Activities and tutor time. Nurture, literacy, PE	Activities and tutor time. Nurture, numeracy, world around us	Activities and tutor time. Nurture, literacy, creativity	Activities and tutor time. The Spires Outdoor Learning Team	Activities and tutor time. Nurture, swim, literacy
Supervised lunch					
AFTERNOON	Technology	Science, explorer	Numeracy, world around us	The Spires Outdoor Learning Team	Skills, numeracy
Break					
CELEBRATION	Tutor time / circle time	Tutor time / circle time	Tutor time / circle time	The Spires Outdoor Learning Team	Certificates, point totals and celebration assembly

# Assessment

Pupils at The Spires School will be regularly assessed, both formally and informally, to ensure that they are making progress academically, socially and emotionally.

Assessment is a continuous process at this school and we assess for different reasons:

- To identify specific learning strengths and weaknesses
- To indicate the next step in the learning process
- To provide a vehicle for feedback, diagnosis and action
- To measure attainment within a year group and/or against established criteria
- To highlight and record positive achievement
- To encourage students to take ownership of their own learning and personal development through target setting and self assessment
- To help the teacher to evaluate the teaching programme
- To assist in the evaluation of the school curriculum
- To inform parents/carers of their child's progress, attainment and achievement
- To provide employers, Further Education institutions and other outside agencies with a full picture of students' attainment, skills, attributes and achievements

The following table summarises the summative and formative practices, which take place in this school.

Summative Assessment (Measuring Attainment)	Formative Assessment (Enabling Achievement)
Statutory tests	Clarifying learning objectives and success criteria at the planning stage
Non-statutory 'optional' tests	Sharing learning objectives and success criteria with students
External examinations	Appropriate and effective questioning
Deciding teacher assessment levels	Focusing oral and written feedback around the learning objective
Recall questions which establish current knowledge	Raising student efficacy



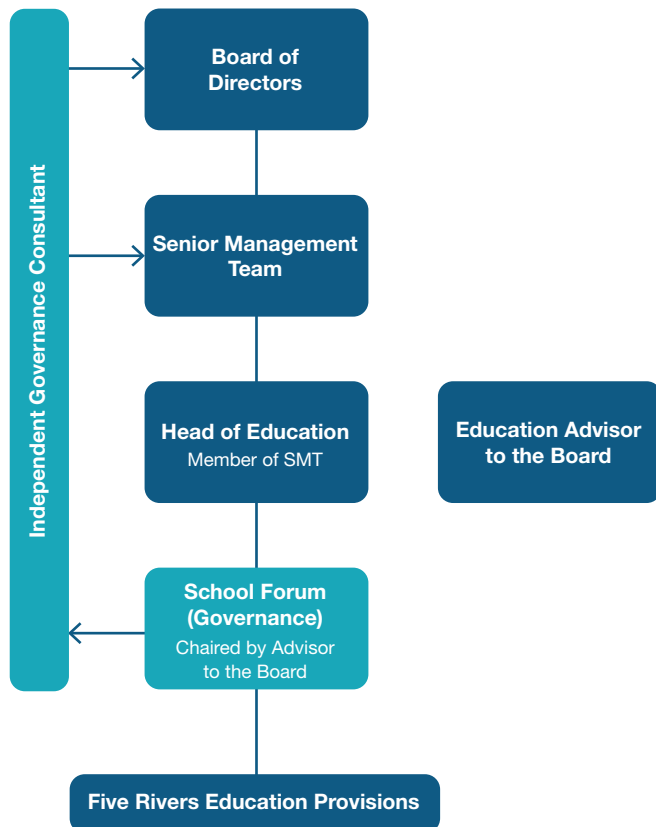
# The school forum

On a termly basis, a school forum convenes at Five Rivers Child Care's Head Office in Salisbury. This meeting forms part of our governance arrangements and has a set agenda.

The school forum is made up of a number of people from within Five Rivers Child Care and independents, with some members being regular attendees, and others attending as and when necessary.

Members include:

- Education Senior Leaders
- Heads of education provisions
- Key members from other Five Rivers Child Care departments are also invited



The art room door painted by one of our talented pupils

# Policies

## Admissions

Children can be admitted from the age of 6 years old and can be educated at The Spires School until 18 years old. The Key Stage 5 provision is to support emotional growth, retake GCSE examinations or entry level certificates in readiness to support a transition to college or the world of work.

Pupils are referred to the school from the local education authority, social care, SEN department. Some pupils are on integrated care / education placements and attend the school as part of the package of care that their local authority has put in place for them. Local schools and academies can buy places for their pupils who will then be dual registered or will remain on the role of their main school. Full time and part time packages are available. Parents can request a place at the The Spires School but must secure funding from the local authority.

Due to the highly vulnerable nature of our pupils a risk matching process for all new applicants to the school is undertaken. If the risk assessment of the addition of new pupils would put existing pupils at excessive risk then a place could not be offered at that time but may become available if the risk assessment changes significantly.

## Safeguarding procedure

The Spires School implements strict safeguarding procedures and all staff are subject to rigorous background checks which are routinely updated. All DBS certificates are seen and identification documents, proof of address, etc are held both at The Spires School and at our central HR department. An active policy of whistle blowing is encouraged amongst all staff. The full safeguarding policy is available on request.

“The detailed knowledge that staff have of each pupil, coupled with their dedication and determination to provide the best care, allows them to manage pupils’ behaviour extremely well.” **Ofsted**

## Behaviour

We have clearly defined expectations for behaviour at The Spires School which include areas such as:

- Treating others and yourself with respect
- Being in school on time
- Trying your best to improve
- Respecting property

Full policies are available on request and can be found on the website.

The behaviour policy at The Spires School is implemented by all adults who work at The Spires School and is done in a consistent and fair manner. Expectations of student behaviour and formal uniform are explained clearly and thoroughly when a pupil enrolls.

## Exclusions

The Spires School acts to champion the right of all children to receive a high quality education. We work therapeutically with any child at risk of exclusion to overcome any barriers to learning through skilled problem solving with a range of partners. A timetable intervention of teaching base, teaching team, timetabled hours and timetable content are recognised strategies to supports them to better build resilience and manage behaviours. All are used appropriately and with whole of school discussion and support.

## Complaints procedure

The Spires School has a robust complaints procedure where any complaints made are taken with the utmost seriousness and investigated accordingly. The Spires School and Five Rivers Child Care have a complaints policy and procedure which is available on request.

## English as an Additional Language

Specialist teaching of EAL involves supporting the learning of English within the curriculum for children and young people who do not have English as their first language. Usually these children and young people are new to the English language. At The Spires School, we have a diverse cohort of languages spoken and every resource and specialist support is used to ensure this is not a barrier to learning.

**The Spires School**

Further details are available on request

**Headteacher:** Louise Bethel | [Louise.Bethel@five-rivers.org](mailto:Louise.Bethel@five-rivers.org)

**Proprietorial Body:** Five Rivers Child Care

**Chairman:** David Howard

If you would like to discuss a placement within our Education service,  
please contact our referrals team for more information: **0800 3898708** (Option 3)



Head Office: Five Rivers Child Care Limited  
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