



Willow View School

High-quality education

About us

Location



Rochdale

Capacity



45

Gender



Mixed

Age Range



6-18

Five Rivers Child Care



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.



Clinical Services

We formulate our individually tailored education plans with input from our team of clinicians. They support the children experiencing therapeutic intervention and prepare them for any transitions in their care.



Residential

Children in residential care have access to onsite registered schools or receive tailored one to one support through our outreach service 1 ACE.



Fostering

Children in our care have access to our tailored one to one educational support through our outreach service 1 ACE..

Our School

Willow View School is a small, unique education provision. Based in Rochdale and offering a range of rich learning opportunities for pupils aged 6–18 years.

Willow View 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.

Achievements

Ofsted

Willow View School was rated Strong Standard by Ofsted in 2026. *"Pupils' previous experiences of education have often left them highly disaffected. At Willow View, staff provide highly effective support that enables pupils to make considerable and sustained improvements in all aspects of their education. Pupils who once avoided education now attend often, re-engage socially and work purposefully towards meaningful qualifications."* – Ofsted 2026

Dyslexia Friendly Quality Mark

Five Rivers Education has achieved the British Dyslexia Association's Dyslexia Friendly Quality Mark (DFQM). The accreditation recognises the consistent use of inclusive, evidence-informed approaches that support learners with dyslexia and other literacy-related difficulties.

Our school is committed to creating a dyslexia-friendly culture where every learner can thrive. Through inclusive teaching, accessible learning environments and tailored support, we work to remove barriers to learning and help pupils develop confidence, independence and a love of learning. Working closely with families and specialist professionals, we ensure that individual needs are understood and supported, enabling all pupils to achieve success.

"Jamie" said he was really enjoying his lessons... He said he understood the work and had been given positive feedback... Jamie gave Five Rivers 10/10!"

Feedback from Social worker



Exceptional

- Attendance and behaviour



Strong Standard

- Achievement
- Curriculum and teaching
- Inclusion
- Leadership and governance
- Personal development and wellbeing

Ofsted



Read our report ↗

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 closely with their assigned Five Rivers educational psychologist.
- 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.

Expectations

At Willow View School, we believe every pupil can make positive progress with the guidance and support of our team. Our pupils wear school uniform and benefit from clear, individual behaviour plans that all the team are aware of. We have a system of rewards where pupils can earn points that focus on presentation, behaviour for learning, effort, excellence and social skills. We use a reflective and restorative approach, helping pupils understand their choices, build positive relationships, and develop the skills they need to succeed. This approach is applied consistently, fairly, and with care across the school community.

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

Our aim is to understand and support each child's individual needs, whether these have been identified or formally diagnosed, so they feel valued, safe, and able to flourish.

We offer every child in our care a weekly therapy session to nurture their emotional wellbeing and build confidence. Alongside this, learning is carefully adapted to the child's needs, with resources thoughtfully tailored to suit each child's unique way of understanding the world.

We recognise that every child's journey is different, which is why we take a personalised approach to learning, giving each child their own personalised timetable that reflects their unique strengths, needs, and pace of development.

Further information about the support we offer for pupils with English as an additional language is available from the school. All relevant information can be shared in advance, should this be helpful prior to any meeting.

Enrichment

We believe that learning extends well beyond the classroom so Willow View 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
- Art and design
- Cooking
- PE/Action Sports
- DJ and Music Production Awards
- Outdoor education/Farm Visits
- Equine Therapy
- Animal Assisted Therapy
- Swimming Lessons
- Specific child centred interests: eg trains and railways
- Weekly Rewards Trips
- End of Term Trips

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, and Science. Which is supplemented with lessons that focus on Wellbeing and Vocational Studies. Within these curriculum areas, students can focus on their own personal development.

We aim to provide a broad and balanced curriculum that is pupil centred, holistic and develops the whole child. Emotional wellbeing is paramount, and our pupils have the opportunity to access therapeutic sessions, work on emotional regulation and wellbeing.

These sessions may include work on The Zones of Regulation, pastoral sessions and tutor sessions to develop emotional literacy and resilience in our pupils. We also have daily SMSC sessions where we look at current affairs and news around the world to generate discussion and develop knowledge in key areas such as British Values, democracy, radicalisation, CSE, etc.

Each child will have access to a broad and balanced curriculum tailored to their individual needs, interests, and aspirations. Pupils are supported to work towards a range of accredited courses, including, entry Level, AQA Unit Awards, ASDAN Awards, CoPE functional skills and GCSE's. Alongside academic learning, the curriculum is enriched with vocational studies and life skills, helping pupils develop the confidence and independence needed for adulthood. We also outsource external providers for areas of particular interest to our pupils such as construction, motor mechanics and hair and beauty.

Example timetable

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

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00 – 9.20	SMSC / Thrive	SMSC / Thrive	SMSC / Thrive	SMSC / Thrive	SMSC / Thrive
LESSON 1 9.20 – 10.20	Literacy	Literacy	Literacy	Literacy	The World Around Us
BREAK 10.20 – 10.40					
LESSON 2 10.40 – 11.40	Skills for Life	Numeracy	Creativity	Numeracy	Creativity
LUNCH 11.40 – 12.30					
LESSON 3 12.30 – 1.30	Science and Technology	Creativity	The World Around Us	Science and Technology	Skills for Life
LESSON 4 1.30 – 2.30	Science and Technology	Creativity	Skills for Life	PE	PE
2.30 – 3.00	Enrichment	Enrichment	Enrichment	Enrichment	Enrichment

Assessment

Pupils at Willow View 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:

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



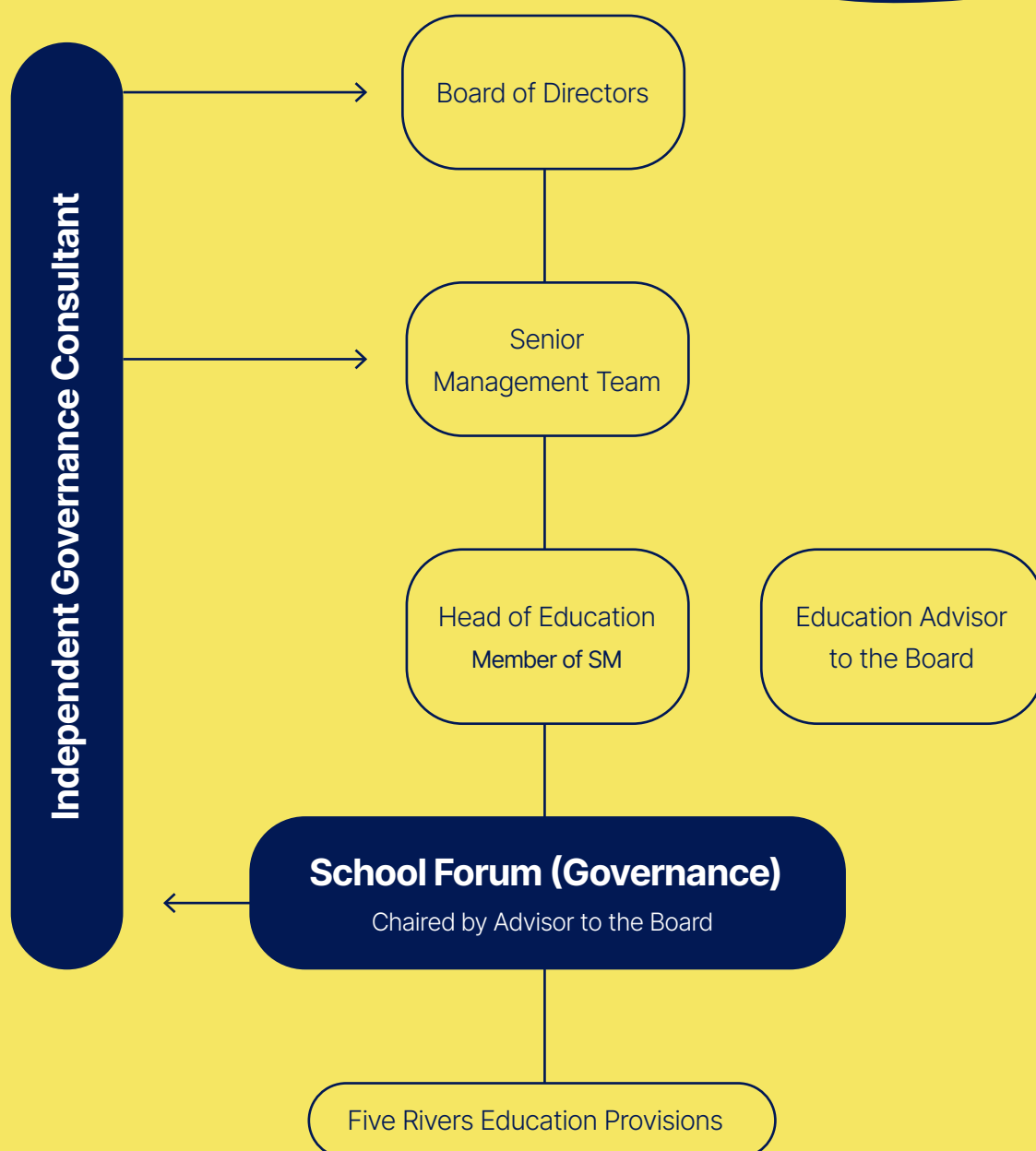
The school forum

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



Policies

Admissions

Children can be admitted from the age of 6 years old and can be educated at Willow View 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, Special Educational Needs (SEN) department. 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 Willow View School but must secure funding from the local authority.

Due to the highly vulnerable nature of our pupils, a comprehensive risk assessment is undertaken for all prospective admissions. This enables us to ensure the needs of both new and existing pupils can be safely and appropriately met within the school. In some circumstances, the admission of a new pupil may not be possible if their attendance could significantly impact the safety, wellbeing or learning of others; this will be determined after their assessment. Where this is the case, a place may not be offered at that time; however, this decision may be reviewed should circumstances or assessed risks change.

Safeguarding procedure

Willow View 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 Willow View 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.

Behaviour

We have clearly defined expectations for behaviour at Willow View School which include areas such as:

- Treating others and yourself with respect
- Being in school on time
- Trying your best to improve
- Respecting property - no vandalism, no littering.

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

The behaviour policy at Willow View School is implemented by all adults who work at Willow View 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

Willow View 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 support them to better build resilience and manage behaviours. All are used appropriately and with whole of school discussion and support.

Complaints procedure

Willow View School has a robust complaints procedure where any complaints made are taken with the utmost seriousness and investigated accordingly. Willow View School and Five Rivers Child Care have a complaints policy and procedure



Willow View School

Further details are available on request

Headteacher: Colin Douro | colin.douro@five-rivers.org

Proprietor: Five Rivers Child Care

Chair: Rachel Lambert

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



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Head Office: Five Rivers Child Care Limited
47 Bedwin Street, Salisbury, Wiltshire SP1 3UT

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