



Woodpecker Court

“Where learning meets the outdoors”





Welcome to

Woodpecker Court

Founded in 2015 in the heart of Kent Coalfields, Woodpecker Court specialises in utilising the outdoors and peace of the countryside to provide young people with the inspiration to learn in a calm, purposeful environment.

Recognised by Ofsted as an **Outstanding** provider for offering a highly relevant and inventive curriculum, students benefit from both practical activities and more traditional teaching sessions within our countryside setting.

Our facilities include a farm, workshop, commercial standard catering facility, extensive woodlands and both indoor and outdoor classrooms. Working with each student to achieve at their pace with support to ensure they reach their full potential, achieve their desired outcomes and supporting each and every student to find a fulfilling destination.



Scan me to
watch our
Woodpecker Court
promotional video



A welcome from *The Principal*

Welcome to Woodpecker Court; where learning meets the outdoors.

I am immensely proud to be the Principal of such a unique and inspiring educational setting, where students thrive and enjoy learning.

As a Specialist Post-16 Provider, we deliver an extensive range of enriching courses for young people aged 16 to 24 who may have been out of education for a period of time or who are unable to access mainstream education due to their special educational needs. We pride ourselves on building a community on the core values of Relationships, Respect and Resilience, all underpinned by Routine. As a testament to our community's success, we achieved a grading of Ofsted Outstanding in February 2024.

Woodpecker Court is based on a holistic model, focusing on each young person individually and their need to be confident and happy to achieve to the best of their ability. We provide a safe, productive, and peaceful environment for all to share as equals, away from anything that may have been a struggle in the past.

We learn together through experiences before putting this into action in the classroom. For example; collecting the chickens' eggs while gathering data such as colour, size, and species, then using this data to produce charts and graphs for Functional Skills Maths – we truly bring learning to life.

We work hard through our individualised Student Passports, to support students to develop plans for the future and become ambitious for themselves. Our aim is for every young person, regardless of their educational past, to become qualified, confident, focused on a vocation, and then leave us with a sustained future destination. We expect to succeed and enable young people to move on to happy and fulfilling lives in employment.

We have something exceptionally special here; we are more than an educational provider, there is a pursuit for excellence with our ambition to build aspirational learners who are fully equipped for their future.

Dominic Meehan
Principal

Core values

At Woodpecker Court there are three core values that are at the centre of everything our community represents - Relationships, Respect and Resilience, all underpinned by Routine

Relationships

Many young people arrive at our provision finding relationships challenging. We prioritise supporting them at the earliest stage to cultivate positive connections with both peers and staff, fostering an environment where they feel comfortable, happy, and ready to learn. Positive relationships are essential for maintaining health and happiness, providing the confidence necessary to lead a fulfilling life. They are fundamental to achieving success both in the workplace and at home, thus, we consider relationship-building of utmost importance.

Respect

At our provision, we believe that respect works both ways, fostering an environment where students and staff engage as equals. We adopt a non-hierarchical approach, addressing one another on a first-name basis, which cultivates trust and inclusivity. This mutual respect not only facilitates the resolution of issues but also encourages open expression of feelings. Together, we can celebrate our collective successes, reinforcing the strong sense of community that we cherish.

Resilience

Many students arrive with us struggling with low self-esteem due to previous challenges in life and education. The structure of the academic year, in contrast to the calendar year, fosters the development of resilient learners. We encourage outdoor activities for dining and socialising under our parachute, while learning is further enhanced by working outside throughout the year. The resilience cultivated in this environment equips students to confidently face their next steps in life.

Underpinned by routine

By nature, humans thrive on routine and rhythm. At Woodpecker Court, we adhere to a consistent daily schedule, meticulously crafted to cater to the diverse needs of our students. This routine fosters a sense of stability and familiarity, establishing a solid foundation for students to flourish. Consequently, it plays a vital role in facilitating both academic achievements and personal development, ensuring that each individual can reach their full potential.

Relationships, Respect, Resilience

Routine



*" Moving my son to this provision was
the best thing we ever did, he
absolutely loves it and he now has goals
and aspirations for his future which
have been encouraged by Woodpecker. "*

Parent testimonial

*" Highly recommend this college,
my daughter has come on so much "*

Parent testimonial





Curriculum

Woodpecker Court is committed to providing a curriculum for all students, that is aspirational, accessible, appropriate and enables achievement at all levels. The outdoor learning experience is embedded within the curriculum, throughout all subjects where our passion is to engage through experience to ensure longevity of learning. We endeavour to increase student confidence and self-esteem through a success culture, positive experiences, working with others and gaining qualifications. We expect students to follow a two-year curriculum model, however this can be bespoke to each individual student on a case by case basis.





Curriculum

The curriculum is designed to meet our intent statement of learning through experience linked to theory, while being broad and balanced. In their first year, students will engage and develop work-based skills, while identifying a vocational interest. In their second year, students will specialise in a vocational area of their interest. The focus is on attainment, personal development and a positive sustainable destination. Where appropriate students can directly enter a 'second year' vocational curriculum.

There are no formal entry requirements to join Woodpecker Court, however each second year curriculum area has individual entry requirements according to the level of study. This ensures that students can access their desired qualification and give them the greatest chance of success.

Curriculum content

All students will have access to our post 16 core curriculum, this is outlined below:

English: NCFE Functional Skills Entry Level 1 – Level 2/ AQA GCSE Foundation

Maths: NCFE Functional Skills Entry Level 1 – Level 2/ AQA GCSE Foundation

Digital Functional Skills: NCFE Entry Level 3 – Level 1

PSHE: Curriculum designed by Woodpecker Court to cover themes explored at secondary level as well as current and relevant topics to students at post 16.

NCFE short courses: NCFE Level 1 Award in Awareness of Substance Misuse/ NCFE Level 1 Award in Mental Health Awareness

Sport and leisure: Bespoke and supportive curriculum for students of all ability to access and engage in physical education and leisure activities

SEN interventions: These are planned bespoke to the needs of the cohort, e.g social skills or Zones of Regulations

Community/ Farm: These sessions enable students to give back to the local community and support in maintaining our community farm

Student passports: These are small group mentoring sessions that happen twice a week to set targets, monitor progress and focus on future destinations.

Preparing for Adulthood: These are sessions designed to support students in preparing for their futures eg. Life skills





Curriculum routes

Year 1

The traditional first year route for students is that they will study NCFE Level 1 Diploma in Occupational Studies for the Workplace, this is a qualification that focuses on transferable skills such as problem solving and teamwork. Students also get the opportunity to specialise and have a taster in the following sectors as part of the qualification:

- Catering
- Land based
- Motor mechanics
- Hair & Beauty
- Sport, Leisure & Tourism
- Construction

Year 1 – Entry-level curriculum

We are committed to providing inclusive educational pathways for all students. In addition to our standard Level 1 curriculum, we also offer an alternative Year 1 route for those who may not yet be ready for Level 1 study. This tailored programme delivers a curriculum that reflects the traditional Year 1 framework, while ensuring accessibility for all learners. It will comprise various AQA Unit Awards, designed to mirror the same ethos and course themes as our primary offerings. By fostering a supportive learning environment, we aim to equip students with the necessary skills and confidence to progress to higher levels of study.

Curriculum routes

Year 2

When entering their second year, students can then specialise into a vocational area of their choice. The vocational areas that we can offer are:

- BTEC Level 1 Introductory Diploma in Land Based Studies
- BTEC Level 1 Introductory Diploma in Construction
- BTEC Level 2 Technical Diploma in Animal Care
- City and Guilds Level 1 Certificate in Food Preparation and Cooking
- City and Guilds Level 2 Diploma in Food Preparation and Cooking
- City and Guilds Level 1 Diploma in an Introduction to the Hair and Beauty Sector
- City and Guilds T Level Technical qualification Animal care and Management Level 3
- AQA GCSE Sociology

These qualifications are subject to suitable group sizes to enable them to run.





Subject content

BTEC Level 1 Introductory Diploma in Land Based Studies - All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Land Based units cover activities such as caring for and feeding animals, preparing soil for planting, looking after plants to keep them healthy and using workshop tools.

BTEC Level 1 Introductory Diploma in Construction - All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Construction units cover activities such as brick laying, carpentry and plumbing skills.

BTEC Level 2 Technical Diploma in Animal Care - All the content of the qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the animal care sector.

City and Guilds Level 1 Certificate and Level 2 Diploma in Food Preparation and Cooking - This qualification covers the required skills and knowledge for preparing to work in the Hospitality & Catering Industry. It is designed to meet the needs of learners who work or want to work in the industry with a focus on becoming a chef.

City and Guilds Level 1 Diploma in an Introduction to the Hair and Beauty Sector - This qualification provides an introduction to a broad range of areas within the Hair and Beauty sector. It will allow learners to cover skills and knowledge required for preparing to progress to further learning needed to work in the hair or beauty industry.

City and Guilds T Level Technical qualification Animal care and Management Level 3 - This Level 3 T Level equips learners with core knowledge and occupational skills in animal care, science, and management. Combining classroom learning with industry placement, it prepares students for careers or further study in veterinary nursing, animal welfare, training, or science-based roles within the animal care sector..

AQA GCSE Sociology - GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.





In addition to this, we have a provision counsellor who can be accessed through a referral system, ensuring students receive therapeutic support tailored to their individual circumstances. Furthermore, we are committed to providing bespoke timetables that accommodate and support students' unique needs, promoting a personalised approach to their education. Through these initiatives, we aim to nurture resilience and well-being, significantly enhancing our students' overall educational experience.

Pastoral support

At our provision, we take great pride in the comprehensive pastoral support we provide to our students, ensuring they feel safe, valued, and supported throughout their educational journey. Understanding that each student's needs are unique, we have implemented an exeat system available to all students who require a short break away from the learning environment. This provision allows students the necessary space to recharge and refocus.

We recognise the importance of accessibility when it comes to pastoral care; therefore, there is always a dedicated member of staff available to offer immediate support when needed. Our site boasts a wide variety of safe spaces where students can take time out, fostering an environment conducive to emotional well-being.



Passports

The Student Passport serves as a crucial tool for tracking and recording the impact of the hidden curriculum on learners, shaping their attitudes towards themselves, their peers, their studies, and the wider community. Throughout the academic year, students are immersed in a plethora of explicit learning experiences embedded in our formal curriculum, which are further enriched by themed activities, trips, community engagement, and charity events. Dedicated daily reflection time allows students to challenge their preconceived attitudes and behaviours, fostering insightful discussions during passport sessions. These moments of reflection enable students to identify and unpack often obscured learning outcomes. Furthermore, the Student Passport provides a valuable opportunity for students to collaborate with their mentors, discussing aspirations for future destinations, and setting targets encompassing their Special Educational Needs (SEN), academic achievement, and personal development.



Student Council

The Student Council serves as an essential platform for student engagement within our school community. Students are given the opportunity to lobby for a position, ensuring representation from all areas of the curriculum. This diverse council has been instrumental in implementing significant initiatives, including our uniform policy and rewards system. Furthermore, they play a crucial role in providing inspiration for our termly reward trips, fostering a sense of achievement among students. By amplifying the voices of the student body, the Student Council contributes to a collaborative and vibrant school environment, promoting inclusivity and active participation in school life.



“ If I did not have Woodpecker Court I would be struggling with my social skills and I would not have the confidence that I do now because staff help me with not just my confidence but my Maths and English too. Without the staff and the community that this college has I would not have the opportunities that I have now and the things I have learnt from the team at Woodpecker Court. **”**

Student testimonial



“ To be honest, if I wasn't here I don't think I'd be anywhere. It's helped me a lot. I went to another school a bit like this but I'd mess about and wasn't interested in learning. So now I've come here and I'm working on my level 2 English and Level 2 in Maths and Level 2 in Catering so it's helped me out if I want to get a job in the future. **”**

Student testimonial

Student life

At Woodpecker Court, we nurture an atmosphere that encourages our students to be reflective every day throughout their learning journey. We achieve this by implementing opportunities for daily reflection through our morning and afternoon briefings held under our parachute. From a teaching and learning perspective, it is essential that lesson planning incorporates starter and plenary activities designed to highlight key points of learning, thereby promoting knowledge retention. Students embarking on their educational path at Woodpecker Court develop a flexible working nature, supported by our bespoke curriculum that presents numerous opportunities to acquire new skills in a tranquil environment. This unique setting allows students to engage closely with our animals, partake in woodland care, and learn to take responsibility for both their provision and the wider community. The therapeutic nature of Woodpecker Court is enhanced by a peaceful environment, featuring three therapy dogs and classroom animals that foster a sense of calm and connection.

Student life at our provision is structured to foster both academic achievement and personal development.

Timings of the day

09:00-09:20 - Students arrive and settle in for a productive day. Following arrival, breakfast is served, providing students with a nourishing start to the day.
09:20-09:30 – Students gather under the parachute for morning briefing.
09:30-10:30 - The first period, encompasses foundational subjects such as Maths and English.
10:30-11:30 – This is followed by a vocational lesson in period two.
12:00-12:40 - Lunch is scheduled, offering students an opportunity to recharge before resuming their studies.
12:40-12:45 – Students gather under the parachute for afternoon briefing.
12:45- 13:15 - Students engage in Passports sessions, Interventions or Preparation for Adulthood (PFA).
13:15 - 14:15 -Period 4 consists of PSHE, Digital Functional Skills, Community sessions, Farm work, or Physical Education.
14:15-14:30 – Students gather under the parachute again for afternoon debrief.
14:30 - Students depart.

Uniform

Students are expected to wear the designated uniform, which consists of a polo shirt, sweatshirt, zip-up fleece, cap, and winter hat. While not all items must be worn simultaneously, it is imperative that the outer layer remains uniform at all times to prepare students for the workplace and ensure their easy identification. Students are required to wear appropriate attire for their lower half and footwear suitable for the woodland terrain.

We provide both breakfast and a hot meal at lunchtime daily. Students are permitted to bring their own food, though we kindly request that they abstain from energy drinks, fizzy drinks, and nuts. Additionally, all students should bring a water bottle, with facilities available for refilling throughout the day.



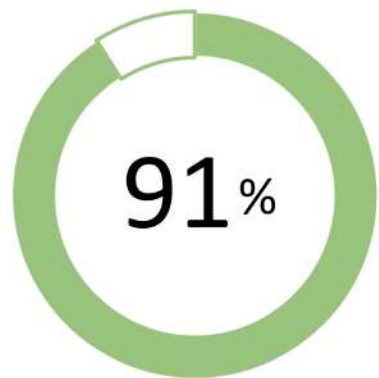
Outcomes & achievements

2024-2025

5 Life changing moment awards were given

30 ethos awards were given

15634 Reward points were given



Students studying English made at least one level of externally assessed progress.



Students studying Maths made at least one level of externally assessed progress.



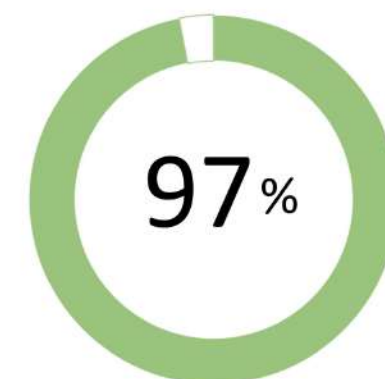
Students studying Digital Functional skills made at least one level of externally assessed progress.



Of those students entered, 100% completed their vocational qualification by the end of their first year of study.



Of those students entered, 100% completed their vocational qualification by the end of their second year of study.



97% of students achieved a sustainable destination.





01304 830958



woodpeckercourt.co.uk



office@woodpeckercourt.com



Woodpecker Court, Wigmore Lane, Eythorne, CT15 4BF

