

School: Riversides School

Event: Visit to Wildgoose Rural Training

Number of pupils attending: 1

Aim of the activity

Linking Gatsby Benchmark 1,2, 3, 4, 5, 6, 7.



Activity

A Year 10 RAP student visited Wildgoose Rural Training in Worcester to explore his further education options. The care farm occupies a 42-acre site and offers training in various areas such as horticulture, conservation, farming, arts and crafts, cooking, mechanics, and animal care. Wildgoose provides opportunities for all individuals and abilities to engage with rural life and learn through practical application. When arriving at the training centre, the student met with a team leader who showed him around the site. The team leader discussed the roles the student could have there, as well as what they do day-to-day. As the pupil has a particular interest in woodwork, he discussed how this passion is applicable to Wildgoose with the team leader who advised him on some of the training that he might enjoy. The student collected several brochures on the care farm and asked some follow-up questions about the days and hours that are expected if he were to attend after Year 11.



Impact of activity

The pupil collected valuable resources about a potential place of further education, as well as seeing first-hand what a training-based option looks like. He was able to engage with a site visit which not only allowed him to ask valuable questions to the team leader but also see how his interests could be developed there. The student experienced a rural-based centre for the first time which is a different environment from previous school placements. This allowed him to understand the wide variety of post-16s that are available to him after Year 11, particularly those that encourage practical activities and learning.

Quotes from the students.

“I like the training centre”

“What days would I have to come in?”

“How long are the days here?”

“What they do here seems fun”

Teachers Feedback

Wildgoose was very accommodating for the student who visited. There was a great range of post-16 training options to explore, and the student got a good understanding of what's on offer. The team leader gave the student a lot of information about the site, the training that is offered, and how he could develop his interests with them. It was a valuable first experience for the pupil to see different types of further education providers. He developed his understanding of practical training to learn as opposed to classroom-based education.

