

BECKFOOT OAKBANK STRATEGIC VISION 2016 - 2019

OUR JOURNEY TO OUTSTANDING

WHAT WE BELIEVE IN AT BECKFOOT OAKBANK

- Our students always come first. They can achieve great things through working hard, being nice and making no excuses. No one can opt out or get left behind.
- Our students receive great teaching, day in, day out.
- We celebrate excellent attendance and behaviour.
- Our curriculum responds to the needs of learners and ensures they are prepared for the next stages of their lives.
- We cherish our staff and invest in their development.
- We abandon anything which may hinder the preparation of great lessons and creates unnecessary workload.
- Our students are leaders of their own learning and of improving their school
- Everyone believes anything is possible and we support all learners to achieve their dreams.
- Strong relationships with parents are crucial to academic progress and students' general welfare.



MEASURING IMPACT

- Our students will develop a strong attitude to learning score.
- Our school will achieve at least a 'Good' judgement at the next Ofsted inspection visit.
- Outcomes for our students will place them in the top 20% of similar schools.

CORE PURPOSE

Beckfoot Oakbank learners celebrate diversity, love learning and are inspired to be self-confident, open minded, decisive young adults who have the skills and experience to succeed in life.

Our MFL strategic priorities are that:

1. Improve outcomes at **all levels** to FFT 20.
2. PP outcomes to be in line with Non PP students – Home Learning Strategies/Quick Quizzes/ recap learning/Seating Plans.
3. Increase pupil engagement in lessons with Real World relevance, independent learning, and increased pupil responsibility by the use of Live Marking, Questioning & Collective Planning across all Key stages.
4. Shared Vision on Home Learning – focus on learning vocab/structures to complete a task in lesson. Start a Wednesday Homework club to facilitate this.
5. Focus on improving Listening Skills from Y7 (Reading for Urdu) as it was the weakest skill at GCSE. By planning regular random topics recapping prior learning, MAT collaboration and further afield, and conducting real time tests – back to back listenings at GCSE speed
6. Ensure all pupils and staff understand GCSE Grades. Use Real GCSE questions from Y7 and engage pupils with their tracker sheets.

Collaborative planning will be a key driver in delivering the above

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