

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 Creative Art strategic priorities are that:

All students, in all key stages, should achieve in line with national expectation whilst especially increasing the percentage of 9-7/D*- D grades or equivalent at both KS4 and KS5.

We should inspire self - motivated and creative learners to become individual artists and performers with aspirations to study the Arts at KS4 and 5 and beyond, thus aiding recruitment.

Assessment accurately identifies students' skills and knowledge so that each student knows exactly how to improve and the course requirements.

Schemes of work should ensure that students understand key terminology, develop individual styles and motivate learners.

Home learning in all key stages should compliment class work and be recognised and rewarded; as a result students want to work and succeed independently.

No groups of students should fall behind in their achievements regardless of gender, ethnicity, socio-economic circumstances or ability.

Collaborative planning will be a key driver in delivering the above

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