

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 Design and Tecnology strategic priorities are that:

Ensure the planning of the new 2018-19 GCSE and Level 2 qualifications results in successful outcomes for Beckfoot Oakbank students

Ensure schemes of learning include transferable skills which can be used for life, such as developing problem solving, and promoting creativity and practical skills

Continue to improve the attainment for Beckfoot Oakbank disadvantaged learners

Continue to support the 'more able' Beckfoot Oakbank student to achieve the higher grades

Promote independence during Design and Technology lessons

Ensuring a safe and respectful environment where dangerous behaviour will not be tolerated

Develop schemes of learning to include 'real life' situations

Collaborative planning will be a key driver in delivering the above

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