



Glenmoor & Winton Academies

High Achievement – High Standards

Part of United Learning

23 February 2017

Dear Richard

I am writing to formally express my support for Glenmoor and Winton Academies intention to successfully undertake thinking school accreditation through the University of Exeter. Since its launch in September 2013 the effect of the thinking schools approach undertaken at the Academies has been transformational.

The thinking schools approach has been a continuing focus and theme for the Academies since its launch. Inclusion in the School Development Plan, High Level Summary Plan and 5-year vision document has allowed the thinking schools work to remain important, high profile and pivotal to the schools continuing growth and improvement.

The Academies have been involved in developing a thinking school approach in a number of other schools locally and within the Multi Academy Trust of United Learning. The impact seen has been significant with improving standards of teaching in the classroom being the single biggest impact of the thinking schools approach at Glenmoor and Winton. Prior to the launch in September 2013 good or better teaching was graded at 48% across the two schools. That figure is now 92% and improving.

The thinking schools approach has also generated a greater sense of reflection at all levels across the Academies. From senior team meetings, to middle leader training, to parent consultation evenings, the thinking schools approach has been implemented and developed at all levels in order to generate a stronger and more forward thinking approach to teaching and learning. This greater collegiality and collaborative work across departments has led to a comprehensive programme of shared best practice. This has been recognised as a strength by Ofsted and United Learning staff surveys in the past two years.

The inclusion department at the Academies have used the thinking school approach to differentiate and support our most vulnerable students. A particular example of this is the use of thinking maps to support the students with specific learning difficulties. This has led to improving GCSE outcomes for these students, which the department attribute a significant level of impact to the use of the thinking maps. A common visual language around the school has been created through the use of thinking maps. This commitment was further strengthened by the school's decision to clearly explain the inclusion of cort tools in all student exercise books, planners and displayed in every classroom.

I am of no doubt of the impact of the thinking schools approach at Glenmoor and Winton. It has led to a 'step change' in the quality of teaching and learning at all levels. This has led to the development of two high performing, successful and sustainable secondary Academies.

Please accept this letter in support of the Academies application to be awarded Thinking Schools status.

Very best wishes

Ben Antell
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