HPL at Colton Hills – A Governors' Guide

Introduction and Rationale

High Performance Learning, an educational philosophy developed by Deborah Eyre, is based on the study of what the best schools do, including those that might be considered to be 'world-class'. This research developed into a framework for school excellence which looks at all parts of school life and starts from the point of view that all students are capable of achieving high performance, given the right support and skills.

At Colton Hills, we are in the second year of a three year commitment to work with High Performance Learning, and at the end of the second year we will be eligible to seek accreditation for the High Performing School Award, the first stage of HPL adoption. This consists of meeting a series of benchmarks, and this will be externally validated by an assessor from HPL who will visit the school in June 2023. Progress towards this is Appendix A of this document.

HPL consists of 7 'pillars' which Dr Eyre's research suggests are the key elements of world class schools. They are:

Using the seven pillars as the basis of review, below is a guide for Governors to use to come into school and evaluate progress made towards the adoption of HPL, and it's impact on the performance of the school.

The Key Performance Indicators (KPIs) of the impact of High Performance Learning are not always easy to see, nor would they be expected to be visible in the performance outcomes of the school within the timeframe of one GCSE cohort, particularly with the disruption to learning from the Covid pandemic. Nevertheless, there are certainly impacts that Governors should be able to see through structured activities that the SLT will support this term.

Governor Evaluation Matrix – Summer 2023

Governor Name: Date:

Key Performance Indicator	Potential Activities	What Governors should see	Governor Evaluation
Pillar 1: Mindset Shift **The belief that all students are capable of High Performance over time if given the right support and skills. Intelligence is not 'fixed'**			
Staff members believe that all students are capable of high performance	Staff Voice discussion, SLT discussion	A move away from fixed ideas of what students can achieve – 'ability', 'sets' and pathways are not set in stone	
Students believe that they are capable of going on to successful futures, no matter their starting points	Student Voice discussion, attendance data analysis	Students who are ambitious for their futures, in terms of results, university or a high-performing career, and who attend school well.	
Parents believe that that their children will do well at Colton Hills and that the school can achieve high performance	Parental survey analysis, parental discussions, applications, perceptions survey	Parental choices of Colton Hills increasing, and existing parents more aware of the school having high expectations	
Pillar 2: Enquiry-Based Learning **All learning should be based around challenging questions which ask students to explore topics deeply and with insight.**			
The curriculum is challenging and based on deep levels of enquiry into challenging topics	Curriculum Leader discussion, lesson visits, curriculum review, student voice	Lessons based around 'Big Questions' and 'Small Questions', with students feeling challenged by their learning	
High performance learning VAAs and ACPs are built into the curriculum and into lessons around the school	Lesson visits, student voice, review of curriculum materials	Students are able to regularly engage with HPL ideas and are able to articulate how they use some of these in practice	

HPL is visible around the school community, in the form of visual displays as reminders to staff/students	Site walk/classroom visits, website review, student voice	Governors should see ideas of HPL around the school community, inside and outside of all classroom areas	

Pillar 3: Expertise Development
Both staff and students should be developing their expertise of what makes excellent learning through engaging with the HPL framework.

Students are becoming more expert learners and can clearly explain how learning works and the science of this	Student voice, lesson visit, visit to Maximum Learning sessions	Students should be able to explain how learning works, what study habits are effective and how to review themselves	
Teachers are improving their practice by engaging with the best research into how learning works	Staff voice on CPD model, lesson visits	Teachers more aware of how learning works and consistency of better teaching and learning is evident around the school	
Student outcomes are improving, particularly in terms of attainment, with more students attaining more highly	Data/outcome analysis, dashboards	Students should be attaining more highly, with attainment moving to and beyond national averages in the longer term (4.1 A8 score in 2021-22)	

Pillar 4: Practice and Training
Both staff and students are regularly trained and get to practice the delivery of HPL skills inside and outside of the classroom.

Teachers are given regular and effective training around HPL ideas in whole-school and department settings	Staff voice on CPD model, lesson visits, staff voice	Teachers can speak about the areas of HPL that are relevant to their subject any why (5 VAAs and 2 ACPs per subject)	
Students are practicing HPL competencies in all parts of school life, inside and beyond the classroom	Lesson visits, form period visits, assembly observation, Maximum Learning session visit	Students can say when they have used VAAs and ACPs, and increasingly say *why* these are important to their learning	

Non-teaching members of staff, such as pastoral team, admin team and TAs, have engaged with HPL and used its ideas in their practice	Staff voice, Respect Room observation, duties and detention processes	Non-teaching members of staff can articulate areas of HPL which are relevant to them and feel part of the HPL journey	

Pillar 5: Feedback
Students and staff are given regular opportunities to receive high-quality feedback to improve their practice.

Students receive high quality feedback from their teachers and are more aware of how to improve their studies	Lesson visit, work scrutiny activity, student voice, student reports	Students regularly engage in 'Responding to Feedback' activities and self-review tasks, and know how to improve further	
Teachers receive regular feedback on their practice from middle and senior leaders and are clear on improvements and support	Staff voice, discussion with leaders	Teachers have been given practical and realistic advice when their practice has been observed and are clear of how to develop further	
Homework practice is improving, with more students engaged in it and seeing the relevance of it to learning	Student voice, homework data	Students are regularly set and complete homework in all areas, and are clear about why it helps them to learn better	

Pillar 6: Parental Engagement
Parents and carers play a strong part in the life of the school ánd are better equipped to support their children to achieve high performance.

Parents increasingly choose Colton Hills as a destination of choice and believe that the school is ambitious	Choice data, website review, parent voice, parent surveys	Parents no longer see the school as a community school that is not ambitious, but can feel that the school is making progress towards excellence	
The school is increasingly effective at reaching out to parents and helping them to better support study at home	Review of website, social media, parental communication, parent voice activities	Parents are clear how to support their child in secondary school – not through helping with homework but in providing effective support structures	

Pillar 7: With students not to them
Students are given agency in their school experience and the opportunity to express opinions about their learning and school life.

Student perceptions of the school are improving, with more and more believing that they are listened to and feel a sense of belonging	Student voice activities	Students are proud of the school and are positive about how it supports them, feeling listened to in decision-making	
Behaviour in lessons is improving as they feel better supported and more able to be successful	Behaviour data analysis, lesson visits, discussion with pastoral team, student voice	Students are better able to engage in lessons even though they are more challenging, and poor lesson behaviour is increasingly rare	
Setting and grouping is not based on primary school attainment, but on performance and need only	Discussion with leaders, student voice activity	Students from low prior attaining bands feel that their learning is productive and that they can be successful	

Self-evaluation Year 2 Spring 2023

1. Mindset shift

Good but not HPL (red)	R	A/R	A/G	G	Award Standard (green)	Ideas for evidence
a. The school has a well thought- through streaming or setting policy			x		a. All leaders, teachers, students and stakeholders understand that high performance for most is a possible outcome	• CLs Audit - DGI • Smart setting policy. In place since September but needs to be improved -HNU • Perceptions survey – DGI/SBL • Parents evening survey Year 9 – THO/DGI • Target setting policy – to ensure students have an ambitious pathway/outcome - HNU • No ceilings on what students can pick e.g. EBacc, Triple Science -DGI
b. The school is committed to high standards			x		b. The entire school community understands and is committed to HPL	• Social media/website –/SBL/TFO • KAOs - DGI • Visuals around school and displays SBL/DGI/TFO • Perception survey - DGI • Pastoral processes e.g. HPL in isolation room -SWI • School policies to embed HPL – all SLT • SEND team and TAs - SWI • Non-teaching side of school – admin team and when parents are contacted – THO/GOH
c. Parents are involved in the life of the school		x			c. Parents deeply [ncreasingly] understand how to help their children to become high performance learners	• Maximum Learning Guide for Parents and Carers and videos - DGI • Digital platforms - DGI • HPL through the newsletter -DGI/SBL/TFO • David to deliver forum to parents and carers • Gather parental feedback – what do they want form us?

2. Student skills, curriculum and pedagogy

Good but not HPL (red)	R	A/R	A/G	G	Award Standard (green)	Evidence
a. Students are introduced to both content and skills			x		a. All students are systematically taught the competencies that enable high performance and they understand their significance	- CL Audit - DGI - Lesson observation evidence -DGI/LDA – all SLT - Debate Day - DGI - Assemblies – all SLT - Maximum Learning meetings - DGI - Student voice – DGI/KFO/SWI - Department Reviews - DGI Ensure evidence is there in lesson obs – DGI/LDA Double-check – are all ACPs/VAAs covered? DGI Interview with Drive Team to demonstrate understanding of significance – DGI/KBH
b. A number of students demonstrate high performance, but this varies from year to year			x		b. The majority of students are demonstrate the advanced competencies that enable high performance- this number is increasing year on year	- Progress data being positive - HNU - Debate Day - DGI - Flexible Homework - DGI - Examples of non-academic success e.g. Olga – Poetry – all SLT Student case studies of strong outcomes in last couple of years – HNU/LMC Cambridge - LMC CLs to supply examples of HPL work for portfolio – not necessarily in books, perhaps being filmed – DGI/LMC UK Parliament – KFO/CBU
c. The most able students are leading their own learning, feedback is used throughout the school		x			c. Pedagogy is student focused: students are developing expertise and actively engaging with feedback to improve their performance	- RTF examples, CLs to support with work scrutiny – DGI/LMC - School production – LDA

Good but not HPL (red)	R	A/R	A/G	G	Award Standard (green)	Evidence
d. We have high- quality teaching, a demanding curriculum and offer some enrichment			x		d. Students have access to high quality teaching and a challenge-rich curriculum that offers breadth and depth and is enquiry-led, and links with enrichment offer.	• Curriculum map – DGI/SBL • KAOs - DGI • Work scrutiny – DGI/LMC • LA review of Curriculum offer – SBL/DGI • Examples of curriculum sequence - DGI • Enrichment and extra-curricular timetables - RJA • Debate Day - DGI
e. We make opportunities where we can for students to develop skills that will aid their learning			x		e. We continually make opportunities for the development, assessment, and practising of the VAAs and ACPs in a number of learning contexts (e.g. core curriculum, enrichment, at home and informally)	• Debate Day - DGI • Lesson resources - DGI • KAOs - DGI • More examples of stages being used – like MLI's – DGI/all SLT

3. Leadership, whole-school systems and accountability

Good but not HPL (red)	R	A/R	A/G	G	Award Standard (green)	Evidence
a. Senior leaders take responsibility for the school's vision			x		a. Senior leaders take responsibility for creating a unique HPL vision, interpreting the HPL framework for their context, and are accountable for its success.	• School Development plan - SBL • Attendance to HPL events - DGI • DGI/SBL accountability • School mission statement - SBL • Big 5 moves - SBL • Twilight - DGI

b. Teachers have ownership of pedagogy and are collaborative			x		b. Teachers have ownership of High Performance Learning and, working together as a community of professionals, ensure that it is systematically embedded in everything the school does.	• IRPs, Guilds -DGI/LDA • Appraisal - SBL • Department CPD schedule – DGI/all SLT • Twilight/INSET - DGI

Good but not HPL (red)	R	A/R	A/G	G	Award Standard (green)	Evidence
c. We are following our school improvement plan			x		c. HPL has been implemented in a way that reflects the unique context of our school	• Aligns with disadvantage, social mobility. HNU • Max Learn Guide in different languages - DGI • School vision document - SBL • School Website – SBL/DGI/TFO • Aligned with PRIDE – RJA/KFO
d. The whole school community is involved in our school improvement plan			x		d. The whole school community is involved in developing HPL as our key priority	• Record of training – Cathy/David sessions with pastoral, SEND, Admin - DGI • School Development Plan – SBL/all SLT • Maximum Learning Parental Forum - DGI
e. New staff are successfully inducted into the school			x		e. New staff are systematically introduced to the HPL philosophy	• New Teachers CPD Programme – DGI/LDA • Refresher INSET to all staff – DGI/LDA • Meetings with David for new CLs - DGI • Specific induction session to be put together – LDA/DGI

f. Our systems and processes are of high quality			**x**		f. **All** our systems and processes are configured to expect High Performance for the vast majority (e.g. personal and pastoral support and guidance are configured to support academic success)	• PRIDE awards aligned - RJA • Training for pastoral team - SWI • Isolation - SWI • Reintegration, detention etc - SWI
g. There is a high level of trust in teachers		**x**			g. There is a high-level of trust in teachers and students who are supported to achieve High Performance Learning	• Delegated to CLs for department CPD - DGI • Self-directed CPD with a HPL focus – LDA/DGI • Teachers have the flexibility to develop resources without a single whole-school template – DGI/LDA
h. We have a good idea of the type of student we want to develop			**x**		h. We measure our performance based on the type of student we want to develop (advanced performers, enterprising learners, intellectually and socially confident, college-ready, workplace-ready, life-ready, with a global outlook and concern for others) and how we are meeting our ambitions for students.	• Governors away day November 2021 – what qualities do we want students to demonstrate - SBL • ELO destination reports – KFO • School reports – changes to content – more of an HPL focus? HNU/SBL

Good but not HPL (red)					Award Standard (green)	
i. We are rated highly by our inspection agency and aspire to improve		x			i. We aspire to be World Class **and measure ourselves against international benchmarks**	• Ofsted Report 2018 - DGI • LA Review – capacity to be 'Good'- DGI • School Development Plan – ambition to be world class is consistent in all literature – all SLT/TFO

4. Outcomes for students

Good but not HPL (red)	R	A/R	A/G	G	Award Standard (green)	
a. A number of students achieve highly and our value-added is good		x			a. **A high proportion of students achieve highly,** regardless of their performance on entry – this is increasing year on year	• Progress 8 score positive – this is consistent despite challenges - HNU • Destinations ELO/LMC • Gatsby benchmarks 100% - LMC
b. Students are mostly confident			x		b. Students are **[increasingly]** confident academically and know that school is helping them to be successful	• Student Drive Team – KBH/DGI • Student perception survey/student voice – DGI/SBL/SWI • Debate Day feedback/Enquiry Day - DGI • KFO to gather information to show if students perceive that the school is helping them
c. The school is proud of its students' achievements			x		c. Students develop into young people the school is proud of	• Outcomes - HNU • Destinations – LMC/ELO • Social media examples of success that have been shared – TFO/all SLT • School reports – mock up a new version prior to accreditation – ASH/TFO/all SLT