



High
Performance
Learning

High Performing School Award Feedback

School Name	Noya British School
Accreditor	Fiona Cottam

Strengths: (List three)

- The entire school community understands and is committed to HPL with a clear sense of ownership and buy in from students across all phases and stages.
- Senior leaders and teachers are wholeheartedly committed to the schools HPL vision, and implement the HPL framework in a way that reflects and manages the integrity of the philosophy within their own context and cultural environment.
- Core non-negotiables, such as templates for lesson presentations, roadmap and definition displays, use of school adopted language and vocabulary are tangible, and ensure that the whole school community is involved and committed to the continued growth and further development of HPL as a key priority.

Areas for Improvement: (List no more than three)

- The surface level use of key terminology such as metathinking, collaboration and creativity, now needs to be explored at a deeper level to ensure that all students and all staff understand and focus on the unique layered facets of the VAA's and ACP's.
- Students have identified that they want to better understand the functions of the framework so that they can take greater ownership of their research, analysis and enquiry – this would certainly be beneficial as students move through the secondary phase.
- As the school moves into Key Stage 4, the school may wish to consider that the whole school adopted language e.g. Hardworking Beaver, might need to be adapted to give intellectual capital and gravitas to the older and more mature student whose understanding of the framework is more nuanced.

General Comments:

The school atmosphere was both welcoming and open, with staff, students and parents fully engaged with the process and discussions in a transparent and honest way. The roadmap is clearly displayed around the school, with HPL language embedded in the fixed wall display material ensuring that visually, HPL is front and centre in day to day life.

Unique developments such as the HPL student reflective journal are an example of great practice that demonstrates the thread of HPL DNA running through the school. The use of the PowerPoint template across the school also ensures that the student experience is connected across subject areas and lessons throughout the working day, thereby linking not just terminology, but importantly linking learning.

The HPL Student Showcase was another example of great practice, with students being able to clearly demonstrate their understanding of their investigative work, the process of collaborating with others and also being able to evaluate and maturely debate in defence of their views and thinking. Students in discussions demonstrated the VAA's of risk taking and open-mindedness though they were not able to articulate this attribute in its purest form: this is the next step for development. Students also valued the display words and materials around the school, stating that it supported their reflections and their "thinking about thinking". Attitudes to learning and discussions in lessons were always highly positive, with children being able to explain and expand on learning and skills from previous lessons.

In the very best lessons, HPL was implicate as well as being explicate when appropriate with use of higher order open questioning used to positive effect. In addition, parents were very supportive of HPL, but were also indifferent as to whether the school did it or not, just overall being happy with the school.

The school needs to now consider how the systematic development of the ACP's matures as the school matures to the examination year groups. Students by their own admission said that HPL was not difficult but the explaining of it was – whether the language and understanding of the concepts is fully developed is therefore a point for consideration and refinement.



High
Performance
Learning



+44 1993 222408



office@highperformancelearning.co.uk



highperformancelearning.co.uk