



High
Performance
Learning

Transforming Education: High Performance Learning for Student Success at St Edmund's College & Prep



ST EDMUND'S COLLEGE
& PREP SCHOOL



“In order to really inspire teachers and pupils and to get the very best learning going on in a school, there needs to be more than just a vague approach. There needs to be some kind of educational philosophy, some kind of pedagogy, something which all the teachers can sort of unite behind, which then encourages dialogue about teaching, and encourages people to research their own methodology”

- Matthew Mostyn, Headteacher

Why choose HPL?

As the oldest Catholic school in England, established in 1568, St Edmund's has a rich history and a commitment to excellence in education. St Edmund's College and Prep decided to adopt High Performance Learning (HPL) to establish a cohesive educational philosophy that inspires both teachers and students to achieve their fullest potential. Kathy Noble, Assistant Headteacher, led the initiative, recognising the need for a structured pedagogy that transcends traditional teaching methods.

“I think what started as just sort of an interest in in growth mindset, approach to teaching and learning appealed to me, and therefore, High Performance Learning stood out as some very interesting research and development in that particular area” - Kathy Noble, Assistant Headteacher

Headmaster Mr. Matthew Mostyn supported this initiative, highlighting HPL's alignment with the school's vision for holistic education and its research-backed methodologies that foster a growth mindset. They required a framework that enabled their parents to be engaged with the knowledge that they were being taught as well as they possibly can, whilst not being labelled as 'lower ability' in certain subjects, but instead with the understanding that they can achieve great things.

“If you cast aside the language, what the essence of High Performance Learning is, is how it is valuing every child for who they are and what they can do.” - Matthew Mostyn, Headmaster



Approaching implementation

The implementation of HPL at St Edmund's was a collaborative effort led by Kathy Noble, supported by department heads across both the college and prep school. The initial phase involved familiarising the faculty with HPL's core principles through workshops and discussions.

“For a couple of years, Kathy played around with the principles of HPL, and introduced it to Heads of Departments, really growing the interest. Eventually we realised we needed to get on board and implement it properly.”



Key strategies for implementation included:

- Encouraging dialogue and research among teachers to understand and embrace HPL's philosophy.
- Appointing dedicated coordinators for both the college and prep school to oversee HPL implementation.
- Implementing observation and feedback mechanisms to support continuous professional development.
- Engaging parents and students in the transition, highlighting the benefits of HPL for personalised learning and growth.

“Teachers are always very sensitive about new initiatives, and you need to tackle it slowly and bring people on side.” - Matthew Mostyn, Headmaster

By fostering a culture of collaboration and ongoing professional development, St Edmund's successfully integrated HPL into its educational framework.

Impact of HPL

The impact of HPL at St Edmund's has been profound, influencing both academic and social spheres within the school community. Teachers have embraced HPL's principles, leading to innovative instructional practices and increased student engagement. The focus on personalised learning pathways has empowered students to develop metacognitive skills and a growth-oriented mindset.

One of their initial concerns was that children may find the language and terminology of HPL hard to understand, but as Matthew pointed out, “A three-year-old is quite capable of talking about a Tyrannosaurus Rex. So why shouldn't they be quite capable of using the word meta-thinking.”



Outcomes included:

- Improved student confidence and self-efficacy, particularly among those previously labelled as lower achievers.
- Enhanced parental support and engagement due to the transparent and inclusive nature of HPL's approach.
- Positive shifts in classroom dynamics, with students taking ownership of their learning journeys.
- Greater collaboration and professional growth among teachers, fostering a culture of continuous improvement.

While the full impact on academic achievement is still being measured, early indicators suggest promising advancements in student attainment and overall wellbeing.

Matthew highlighted that “It's a constant battle, and we've got our mental health issues at the moment, as has every school, and actually with staff as well. But we are certainly able to use that notion of, you can do this, everybody can, as a way of boosting confidence.”

Looking to the future

As St Edmund's continues its journey with HPL, the focus remains on sustainability and scalability. The school aims to:

- Deepen the integration of HPL principles across all curriculum areas and year groups.
- Expand professional development opportunities to ensure all faculty members are proficient in HPL methodologies.
- Foster partnerships with other schools and organisations to share best practices and further enrich the HPL experience.
- Continuously evaluate and refine implementation strategies based on feedback and evolving educational research.

“HPL has got teachers thinking about how they do things. It has got them talking about how they do things.” - Matthew Mostyn, Headmaster

St Edmund's adoption of HPL reflects a proactive response to the evolving demands of modern education. By embracing HPL, the school has cultivated an inclusive, student-centred learning environment that empowers individuals to excel academically and thrive beyond the classroom.

“When you strip away all the paraphernalia, it's a simple notion that neuroscience now tells us that our brains are much more adaptable, much more malleable, and therefore we want to reflect that in our teaching.” - Matthew Mostyn, Headmaster



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St Edmund's College and Prep is an esteemed independent school located in Hertfordshire, England. Established in 1568, it holds the distinction of being the oldest Catholic school in England. The institution operates as a co-educational establishment, comprising two distinct educational entities on the same campus. The college caters to students aged 11 to 18, with an enrolment of nearly 700 pupils, while the adjacent prep school serves approximately 180 students. Although historically known as a boarding school, St Edmund's now primarily functions as a day school, with boarding accommodations offered to around 120 pupils. The school takes pride in its rich heritage and continues to uphold a tradition of academic excellence in a modern educational setting.



High
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High Performance Learning (HPL) works with schools to embed the HPL philosophy where every student is seen as a potential high performer. Its unique teaching and learning framework systematically recalibrates the school and enables students to develop the cognitive skills, values, attitudes and attributes needed for high academic performance and lifetime success. HPL offers a range of programmes to enable schools at any starting point to begin their journey towards being an HPL school.

The HPL World Class School Award recognises the very best schools in the world and is designed for those at the forefront of educational thinking.



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