

High
Performance
Learning

Global Impact Report

The impact and effect of High Performance Learning in schools across the world



What is High Performance Learning?

We firmly believe that **every child** can excel academically and lead a fulfilling life, regardless of their starting point. Through years of research on learning, we've discovered that what was once thought impossible is now achievable: **there are no limits to learning.**

By breaking down barriers to success, we're revolutionising education for a new era. Our approach is rigorous, systematic, and holistic, grounded in evidence-based principles empowering **every child to thrive.**

Collaborating with forward-thinking school leaders who share our commitment to empowering students, we create exceptional schools. Together, we cultivate advanced cognitive abilities and instil vital values, attitudes, and attributes in each child, **preparing them for lifelong success.**



What makes a HPL school stand out?

HPL schools distinguish themselves through their unwavering commitment to exceptional teaching and learning. This is achieved through deliberate and systematic cultivation of cognitive competencies in students, paving the way for their success.

What sets HPL schools apart?

- Consistently improved student achievements and post-school pathways, observed year after year.
- Fostering a positive culture for both staff and students, evidenced by robust wellbeing indicators.
- Students who are confident, engaged, and genuinely enjoy their educational experience.
- Remarkable teacher retention rates and high levels of staff satisfaction.
- Widespread parental acclaim, evidenced by increased demand for enrollment.
- Respected within their educational sector, often recognised with awards and other forms of industry acknowledgment.



The impact of High Performance Learning



Changing the lives
of over 120,000
students



We have delivered
our programmes
to over 125 schools



Supporting the
professional
development of
over 12,000
teachers.



Delivered our
schemes in 24
countries across
the world.



HPL impact on students

Student outcomes

- ✓ 51% of students in accredited HPL schools achieved a A* - A in their A-Levels. (The UK average is 24%)
- ✓ 13% of students in accredited HPL Schools achieved a Grade 9 in their GCSEs. (The UK average is 4.9%)
- ✓ 87% of students in accredited HPL schools achieved an A* - C in their A-Levels. (The UK average is 79.6%)



Enhanced student wellbeing

- ✓ 92% of staff indicate that HPL is having a positive impact on student wellbeing and self-esteem
- ✓ 80% of students in accredited HPL Schools are able to reflect and self-correct within their learning
- ✓ 98% of staff say that HPL students are engaged and confident in their learning



Learner confidence



- ✓ 91% of students in an HPL school enjoy attending school
- ✓ 85% of students in an HPL school believe what they are learning is important
- ✓ 73% of students in an HPL school believe they are going to do well in school
- ✓ 79% of students in an HPL school have little worries about their academic performance

Student insights

“By implementing the HPL behaviour, I’ve learnt that I can achieve success in my studies. I’m still developing my skills in high performance learning as I still make mistakes, however, I’m a high performance learner in progress”

**Blake, Student,
Albany Academy**

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Student engagement

“Parents are highly engaged with the school and are fully supportive of HPL. Parents talk about how they have seen a difference in their child and talk about how they have grown in confidence and are more willing to push themselves to complete tasks where they would have previously given up.”

Parkhill Junior School, London, Accreditation

“Parents see the difference in their children. They recognise that they are more focussed and willing to learn. With one father expressing it as, ‘my son has more self-discipline, he even knows when he needs to go to sleep!’”

Accreditor report on AL Maharat Private School (APS), Abu Dhabi

A teacher with glasses and a plaid shirt is leaning over a table, smiling and interacting with four students. The students are also smiling and looking at the table. On the table are several large, colorful paper shapes in shades of green, blue, red, and yellow. The background shows a classroom with other students at desks and computers. The entire image has a blue tint and a semi-transparent circular graphic overlay.

HPL impact on teachers

School mindset shift

- ✓ 96% of staff in an HPL accredited school say their pedagogical approach focuses on developing student independence and expertise
- ✓ 84% of staff in accredited HPL schools identify their students have all the knowledge and skills necessary to equip them for employment or further study
- ✓ After 2 years of being a HPL school, 74% of staff believe their students are capable of high performance regardless of their starting point



School mindset shift

✓ Within 2 years of embedding HPL, **94% of teaching staff** place equal emphasis on teaching content *and* the necessary skills to enable high performance



Staff wellbeing

- ✓ 86% of staff in an accredited HPL school identify that their career in education is fulfilling and enjoy going to work
- ✓ 52% of teachers in an HPL accredited school have been at their school for over 10 years.
- ✓ There is a 25% increase in staff retention after adoption of HPL



Staff insights

“Statistically 300–400 students leave each year... this year we hit the magic number of 1,000 students and have retained them only losing 39 children, with 95 new students coming and a lot of that is down to HPL.”

Joanna Povall, Principal of Wales International School



**High
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‘Why Adopt High Performance Learning’

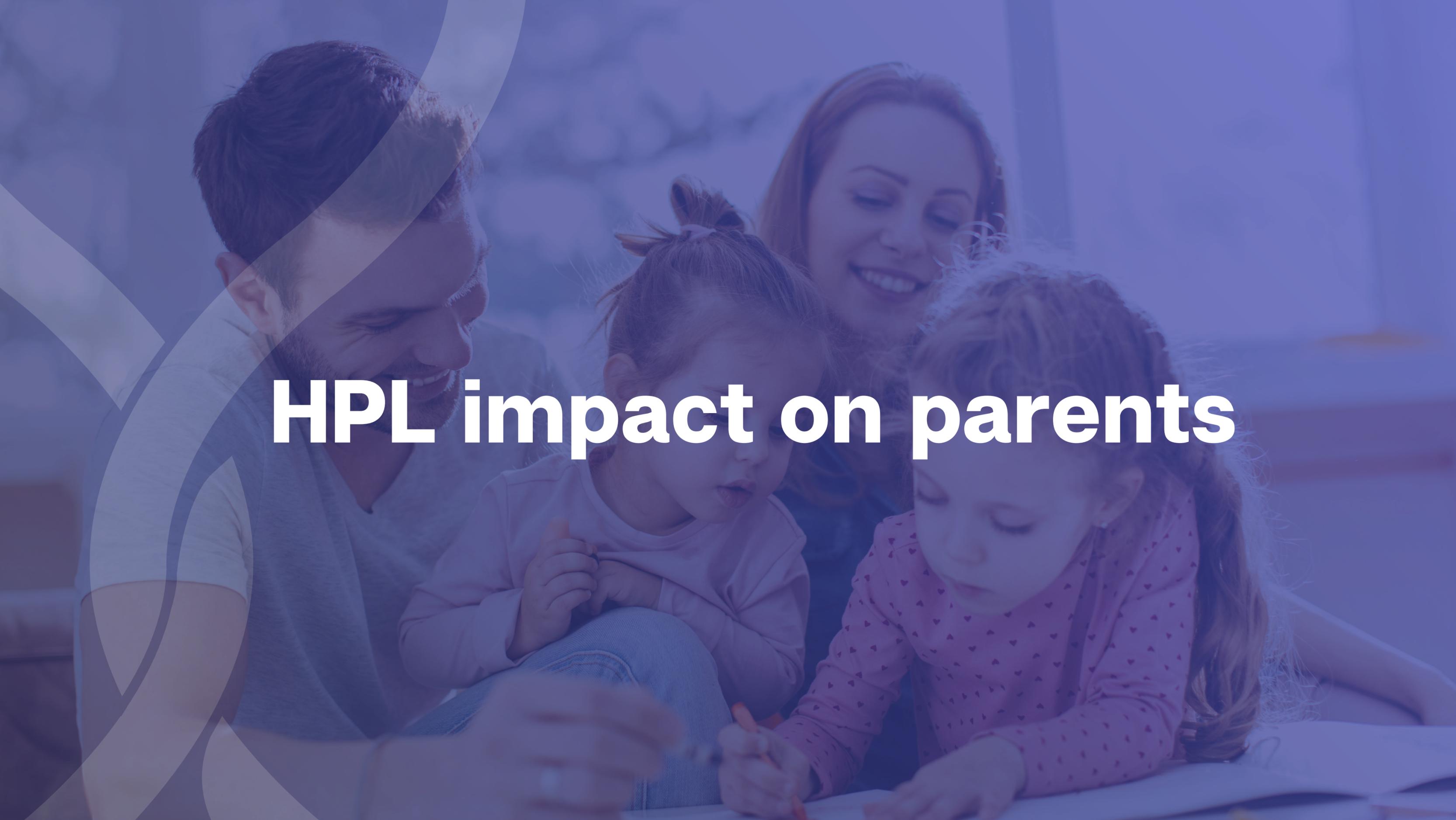
Staff insights

“The removal of prior attainment groupings has been a ‘gamechanger’ according to staff and has made students more self-confident across all subjects. It was notable that the recent Ofsted report identified the particularly good progress made by SEN and Pupil Premium students, reflecting and illustrating the belief that everyone can achieve.”

**Sharon Donovan, Headteacher,
Sacred Heart High School**

“Our HPL journey at IBSB has been an absolute game changer on so many levels, making our most recent BSO inspection rating of ‘Excellent’ across all areas of the school feel like its just the start of our journey”

**Kendall Peet, Head of School,
International British School of Bucharest**



HPL impact on parents

Parental engagement

- ✓ 83% of teachers in an accredited HPL school suggest parents are actively involved in their child's progress and create opportunities for skill development compared to 78% of parents before becoming a HPL school
- ✓ 73% of parents in an accredited HPL school indicate the school actively engages parents in their child/children's work and skills development



Parental outcomes

- ✓ 85% of parents believe their child is capable of getting good grades in their schooling since the implementation of HPL
- ✓ 94% of parents believe their child/children can now deal with and effectively fix a problem since their child/children's school has implemented HPL
- ✓ 83% of parents indicate that their child/children are not anxious about school



Insights

“[Parents] might not be brilliant [or have the understanding] at the way things are taught necessarily now in classrooms, but HPL provides parents with the toolkit to get alongside your child and help them tap into those techniques. You can ask them are you being resilient? Are you giving up too soon? Are you determined to get this piece of work done?”

**Silas Edmonds Principal,
Ewell Castle School**



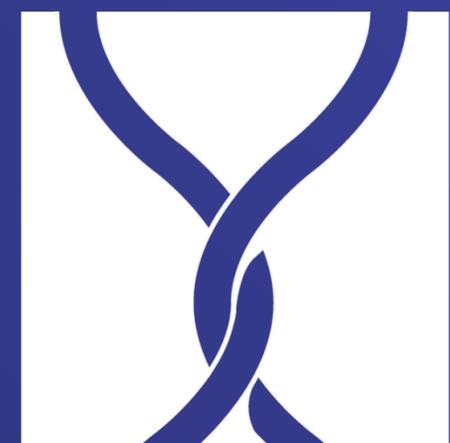
Insights

“I firmly believe we would not have got the uplift that we've had in the last two years if we hadn't been a HPL school. We can now position ourselves as the most successful comprehensive school in the north of Birmingham and have all of the data suggests that if their daughters had ended up at another school, statistically and demonstrably, there is a likelihood their daughters would not have done as well.”

**Qamar Riaz, Principal,
King Edward VI Handsworth Wood Girls' Academy**

Data collection

Data was gathered from 2023 to 2024, involving 817 teaching staff prior to joining the HPL program and 1,310 teachers after completing the High Performing School Programme. Additionally, 2,068 parents were surveyed before their children's schools became HPL schools, and 3,088 parents were surveyed after completing the program. The study also included 5,592 students before their schools became HPL schools and 11,592 students after becoming HPL schools.



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Discover more about High Performance Learning at
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