

ISA Awards 2022 Case Study: Excellence in Pupil Personal Development



LEIGHTON PARK SCHOOL

SEPTEMBER 2023

History of the School

Leighton Park School, founded in 1890 in Reading, South East England, has a rich history and a strong connection to Quaker values. The school's ethos, described as achievement with values, character, and community, has been at the core of its mission, and it continues to influence the school's distinctive educational approach today.

Founded in 1890 as a boys' school, Leighton Park started with just four boys. The school grew significantly over the decades, reaching 103 pupils by the 1920s. By 1970, the school had expanded to 300 pupils, reflecting its rising prominence and appeal. A landmark moment occurred in 1975 when girls were admitted to the sixth form, marking a shift towards a more inclusive environment. In 1993, Leighton Park became fully coeducational, embracing both day and boarding pupils. This transition further enriched the school's community, making it more diverse and inclusive, with around 520 pupils today drawn from over 44 different countries.

Leighton Park's mission goes beyond academic excellence; it aims to inspire achievement with values, character, and community. The school's nurturing environment emphasises supportive relationships between pupils and staff, laying a foundation of confidence for personal growth. Pupils are encouraged to explore various opportunities, supported by gentle scaffolding, and encouraged to find their authentic selves.



Matthew Judd
Headteacher



Under the leadership of Head Matthew Judd since September 2018, the school has adopted a bold, strategic approach to personal development.

It focuses on instilling authentic leadership, volunteering skills, and a desire to serve and support others. Leighton Park continues to inspire pupils to have real personality, self-discipline, self-respect, and self-awareness. The school's core purpose is to develop personal qualities that help pupils reach their potential, benefiting not only themselves but also society at large.

Leighton Park School's history reflects a commitment to educational excellence, combined with a strong ethical foundation grounded in Quaker values. From its humble beginnings to its current status as a prominent co-educational school attracting pupils from across the globe, the school's mission of nurturing character, values, and community remains relevant. Leighton Park continues to make the school distinctive and original in its approach to educating and nurturing its pupils.

<https://www.leightonpark.com>

AIMS

- Encourage excellence through values, character, integrity, respect, and community engagement, nurturing students to reach their potential.
- Adopt a strategic approach to cultivate authentic leadership, volunteering skills, and social justice awareness, and facilitate various service and leadership opportunities.
- Promote student-led charity groups, community service, and peer mentorship to create a supportive and proactive student community.
- Implement programmes like iGCSE in Global Perspectives, CAS, and Philosophy, Beliefs, and Values curriculum to enhance character development and sense of purpose.
- Foster reflection, identity, and personal mindset through embedded programmes, ambassador schemes, and self-care strategies.
- Employ innovative personal development tracking apps like youHQ.co.uk to aid in goal-setting and personal development tracking.
- Broaden and improve the quality of opportunities for personal development, focusing on the unique character and skills development.
- Foster leadership and volunteering skills within the community, aligning with the values and goals of the school.
- Encourage reflection on personal development, values, and facilitate meaningful and data-driven discussions between staff and students.
- Equip students with the qualities, mindset, and motivation needed to understand themselves and become future global changemakers.



ACTIONS

- We used a blend of the Quaker values and a holistic approach to learning to inspire achievement.
- We emphasised whole-school personal development, including authentic leadership and volunteering skills.
- We launched the Changemaker Programme, focusing on integrity, respect, and diversity.
- Ensured the provision of a variety of service options, such as reading sessions in local primary schools and sports leadership programmes.
- Encouraged student-led charity groups like AMICUS and Amnesty International.
- Established training for students to become peer mentors.
- Implemented the iGCSE in Global Perspectives and the CAS curriculum in the Middle School.
- Encouraged students to take on leadership and peer education roles.
- Collaborated with app designers to develop the YouHQ app for tracking personal development.
- We piloted the youHQ app for values-based goal setting.
- Offered a bespoke Philosophy, Beliefs, and Values curriculum in the Lower School.
- Encouraging students to reflect on their personal values and set meaningful personal development goals.
- Regularly assessed personal development progress through automated surveys.



OUTCOMES

- Secured an "Excellent" rating for Personal Development in the ISI inspection in 2021, reflecting the school's commitment to values and character education.
- Successfully implemented a unique blend of Quaker values with holistic learning, fostering overall growth and development.
- Established the changemaker programme, service options, and student-led charity groups, emphasising integrity, respect, diversity, and community engagement.
- Implemented the iGCSE in Global Perspectives and the CAS curriculum, encouraging active participation in philanthropy, fundraising, and volunteering.
- Utilised innovative apps like youHQ, enhancing tracking and reflection on personal development, and leading to unique character profiles.
- Integrated Philosophy, Beliefs, and Values curriculum, encouraged reflection on personal values, and piloted world-first digital personal development tools.
- Recorded that 90% of students believe their focus on personal development has increased motivation, contributing to personal growth.
- 94% of staff acknowledge that digital tools have facilitated meaningful discussions about personal development with their students.
- Provided opportunities to develop leadership and volunteering skills in the community, reflecting the school's emphasis on social responsibility.
- Reported positive impact on personal development opportunities, increased opportunities for reflection, and heightened drive and accountability among students, showcasing a commitment to nurturing authentic and motivated individuals.



NEXT STEPS

- To continuously monitor and evaluate the success of existing programmes and initiatives, adapting them as needed.
- Expanding the reach of community service and leadership programs, including partnerships with new local organisations.
- Further integrating and refining the use of technology, such as the YouHQ app, for personalised student growth.
- Exploring additional opportunities for student leadership, particularly in areas related to social justice and community engagement.

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