



25/07/2023

Dear Pete,

Thankyou for inviting ACE to experience the valuable work that Q3 Langley is doing to develop character and cultivate a values-driven culture at the school. Following discussions with staff and pupils, as well as having the opportunity to experience some of the aspects of the school day such as Family Lunch, it is evident Q3 Langley is continuing on its journey to embed effective character education. The school's character provision has many strengths which is reflected in the renewing of its *School of Character Quality Mark*. And we would like to recognise the significant contributions that staff, pupils and governors have made in order to sustain the school's status as a *Quality Mark School*. Though, as explained during the assessment, unfortunately we are unable to award the *Quality Mark Plus* at this time, as it was felt there were some gaps in the school's provision in relation to the criteria outlined in the award's framework.

Along with an outline of the school's strengths in how character is taught, caught and sought at Q3 Langley, there are a number of recommendations below, were the school to wish to further develop its provision in accordance with the QM Plus framework.

Assessment Feedback

Strengths

- The Family Lunch initiative is innovative practice and facilitates exceptional value developing confidence, cultural capital and oracy in its pupils.
- Tutor sessions allow for the explicit teaching of a range of virtues exploring their meaning and relevance to careers.
- The school's underlying purpose of instilling the desire to 'seek what is good, right and true' is a strong foundation for its character programme. Aligning these principles with the Jubilee Centre's Building Blocks of Character has helped embed the school's approach in relevant theory.

- Pupils shared how character had been effectively embedded within the PE curriculum, allowing them to not only develop in sport but understand how sport explicitly links to the development of certain virtues.
- Interview questions for the recruitment of staff have been meticulously constructed in order to assess the character of candidates. This will help ensure staff are recruited that are not only effective teachers of their subject, but are role models of good character.
- The school has a strong culture of appreciation and gratitude which is reinforced at key points in the school day such as line up, lesson time and Family Lunch.

Recommendations

Beyond Tutor Time there is limited teaching of character and virtue in an explicit manner. There is now the opportunity to make the implicit explicit and support the development of a shared language of virtue. Whilst there is much focus on reinforcing that which is good, right and true, there is limited reference to the virtues that underpin these 3 principles. Were the school to want to develop its character provision further in relation to the QM Plus framework, it is recommended that;

- Staff are supported to deepen their understanding of some of the theory and philosophy that underpins character education. Previous CPD has already touched on Virtue Ethics and Aristotle's theories of Flourishing, it is now recommended that these concepts and associated language is embedded further into school community. 'Keeping the conversation of character going,' through the sharing of research, best practice and theory is essential in order to support staff to feel confident in their role as Practitioners of Character, as well as teachers of their subject. Embedding a shared language of different virtues and exploring key concepts such as phronesis and Aristotle's golden mean, are central to this.
- Further utilise the Jubilee Centre's building blocks of character as a framework to underpin the above recommendation.
- Develop a coordinated plan of how Family Lunch will be used to explore the meaning and application of virtues by embedding the language of character into the topics for discussion.
- Whilst linking character and careers is important, there is now the opportunity to support pupils to understand that the purpose of good character goes beyond increasing levels of employability and relates to thriving in all areas of life.
- There is the opportunity to extend the rewarding of character beyond acknowledging when pupils show what is 'good, right or true' and recognise the specific virtue that is being demonstrated. This will support pupils to be able to make the crucial link between their behaviour and the virtue that they are demonstrating. This will help them developed a more

nuanced understanding of what good character is, and the different virtues that are required for a flourishing life.

- Whilst linking rewards to specific virtues is an effective way of 'catching' good character, it is equally as important to support pupils to make a similar link when developing character through sport, volunteering and other extracurricular activities. Reflective practices are an essential part of this process and help students make connections between the activity and the virtues they are developing. This will support pupils to further develop the habits and mindset to actively 'seek out' opportunities that can develop their character.
- Both staff and pupils mainly referred to PLTS when discussing how character is embedded within subjects. There is now the opportunity to phase in the embedding of character and virtue into subject curriculum beyond PE.
- Expand how the language of character and virtue is visible throughout the school, whether this be in terms of different virtues and/or relevant character-based quotes. This will help pupils and staff to absorb the language of character whilst explicitly demonstrating that the purpose of education at the school is to encompass the development of character as well as academic attainment.
- Once a common language of virtue has been established consider the value of introducing feedback on pupils' character in student reports and parent's evenings, alongside attainment.

Wishing you all the best in the ongoing development of Q3 Langley's transformative character programme.

Yours Sincerely



Tom Haigh

ACE CEO

Rebecca Tigue

QM Assessor