



Mr Andrew Wilson
Principal
Arcadia Global School
Adjacent to Al Furjan Metro Station
Dubai
United Arab Emirates

Association for Character Education Quality Mark (January 2026)

Dear Andrew,

Following evaluative visits on Tuesday 20th and Thursday 22nd January 2026 to the Arcadia Global School by Mr Gary Lewis, Senior Research Fellow Birmingham University and External Affairs Director (ACE), the Association can confirm that your school has met the high standards required to be awarded the ***“Character Education Quality Mark”***.

Congratulations to you, your students, staff and governing trustees as this award clearly recognises the quality of learning and values-driven personal development provision enjoyed by all members of your school community. The leadership and commitment provided by you and your senior leadership team and specifically Holly, has been instrumental in ensuring that character development is an integral part of the school’s determined drive to create a school with high aspirations in all areas of personal and academic development for both students and staff alike.

Although a relatively new school, AG School has created a well understood ethos which is consistently reinforced and celebrated by all members of its community, including parents. As the founding Principal, you have determined a set of values and character driven culture which permeates all aspects of provision and care. The school has consciously created carefully understood routines and practice that facilitates excellent relationships and promotes an atmosphere that ensures students flourish and grow in absolute security. The assessor was particularly impressed with the manner in which the school has seamlessly integrated multicultural traditions and values with the “character” demands necessary to prepare students for life in a challenging 21st century. From the comprehensive website, which communicates the objectives of creating happy and positive children who are able to make their own decisions, to the outstanding physical environment which promotes character development at every turn, the leadership and teachers of the school have created a culture of values where all stakeholders are able to flourish. The regularly

repeated display of “character is what you do when no one is looking” is an accurate summary of the schools culture. In particular, the awarding body wishes to commend you on the following: -

- The strategic planning and attention to detail to ensure that character activities are blended across both curriculum and pastoral activities is good. Teachers have an evolving understanding of the character culture of the school and new colleagues are quickly able to adapt to the expectations of the positive culture prevalent in the school community. Leadership provided by the senior team is honest, co-operative and open to feedback. A key feature of the school is the fact that all members of the senior team understand that it is their responsibility to ensure that the character journey of the school is integrated in all aspects of their work, ensuring that “character” is at the core of all activities and is not simply a pleasant “add on”. The evidence portfolio provided to the assessor highlights a well thought out short and medium term “character plan” which provides an excellent framework for ensuring character building blocks will be carefully linked together to create a 360 degree experience for students and teachers alike.
- Teachers spoke with knowledge and a clear understanding regarding character provision at the school. Staff were articulate in describing their delight at working at a school where values were “front and centre” and formed the backbone of a mutually supportive community. Teachers spoke with authority and indeed pride of the values driven culture which they both enjoy and promote. Indeed, the consistency with which teachers apply the school’s values has resulted in high quality relationships throughout. These high quality relationships are amplified by calm and friendly communication where warmth and care is paramount but not gained by the sacrifice of appropriate authority. Students know what is expected of them and usually chose to behave in a manner which rarely requires corrective interventions. Several teachers were able to link explicitly character development work within the classroom with improved attitudes to learning and academic success. Another teacher spoke about how her love for teaching has been reinvigorated by joining a school where character development and a values led culture permeates all relationships within the school community. The commitment of teachers and staff at all levels together with their clear understanding of the importance of their individual contributions is a key strength of this school. Evidence of expertise, commitment and competence which emanated from discussions suggests the school is well placed with a critical mass of committed teachers who will ensure character development remains a key feature of the school’s work going forward. Teachers clearly respect and understand the values led direction of the Principal and senior team and they trust the support and help they receive.
- The impressive work of the character lead, Holly, in providing high quality resources and a structured character framework clearly contributes to both the competence

and confidence of teachers and students alike. The use of sports programmes, the house system, the on line rewards App, extra curricula opportunities and provisions which involve the wider community in the school's work, particularly the on-site health centre, are particularly well evolved and provide a rich set of experiences through which both students and teachers flourish in equal measure.

- The assessor noted that students were developing the ability to reflect individually on their character journey and how it was impacting on their personal growth and all of them expressed the confidence they felt in the support provided by the school. Younger students expressed enthusiasm for the character rewards opportunities readily available and it is clear that students understand the importance of developing their own character alongside realising high academic attainment. They spoke with understanding and enthusiasm about the "Posana" programme which is the main curriculum vehicle the school uses to develop values and character traits, such as phronesis.
- It is clear that the school has thought carefully about scaffolding personal and character development as students progress through the school so that activities are always appropriate to age and emotional development. Teachers are supported by regular CPD opportunities and a committed leadership team to ensure that they have both the competence and confidence to deliver a values driven educational experience.
- The Principal and other senior leaders have developed a careful recruitment and induction programme which ensures only teachers personally committed to the culture of the school are employed. This is further supported by a performance management system which has the development of personal character as a key objective. Teachers support this system enthusiastically as they see it as a positive rather than negatively critical vehicle to help them progress. Similarly, parents are requested to sign a "contract" which outlines their responsibilities in supporting the school's efforts at home. This contract is very much a working document and enables the Principal to ensure a critical mass of commitment from all stakeholders.
- Character training for staff has been an evolving objective in recent months and staff are feeling ever more confident and competent in their delivery of a wide range of character materials. Teachers universally adopt a "positive" approach in their interactions with students and this is enabling students to enjoy formative exposure to positive character role models. All of these "character jigsaw pieces" are designed to reinforce each other and provide students with an opportunity to see virtues in action in a wide range of situations.
- The "governing board" provides excellent and well-informed support and challenge in equal measure. They understand that a fully integrated and successful character programme involves input from all 3 key stakeholders – namely, students, teachers and parents. The board will undoubtedly support the school as it seeks to extend its

character development programme to the wider community and particularly with parents.

The assessor was delighted to visit a school which has a clear plan focusing on common sense and research in equal measure. An obvious commitment to ensure that character development in its widest sense is at the core of the school's activities is equally reassuring. The assessor feels that the school should consider advancing to the QM+ Award in the near future, assuming a rate of future development reflecting the journey to date.

Some areas which would assist this progression to QM Plus are : -

- The evolution of “teacher character” as reflected in both their professional and personal growth is of crucial importance. The school has an obvious commitment to staff training and the senior leadership should take opportunities to refine and extend the staff's understanding and experience of all aspects of character provision. The creation of “staff character champions” as part of a wider team of teaching colleagues committed to character across all subject and pastoral areas is likely to be a positive step in ensuring a critical mass of staff understanding and commitment to character education and its wider impact. Values such as respect and resilience need breaking down into their contributing “virtue skill set”. Such an approach enables teachers to evolve character materials and lesson plans in exactly the same manner they would scaffold normal subject material.
- Maintaining a focus on performance virtues such as courage and perseverance, will enable students to develop greater individual responsibility in learning to work hard and with consistent application in order to refine attitudes to learning. Students who understand that character often requires personal sacrifice and extended effort over a period of time inevitably raise their own academic standards. Communication of this fact to parents is challenging but necessary.
- Schools who make substantial use of the inevitable talent pool they have available within their own staff body make rapid progress in ensuring that character provision has an obvious impact on standards at all levels. Training and development opportunities which ensure that staff understand the importance of developing both moral and performance virtues in equal measure is an absolute necessity. *Similarly, the assessor would urge leaders at the school to extend their collaborative working with other schools of character via shared visits and linked working.*
- The school continues to extend programmes to engage the parent body with the school's character provision and aims. High quality and consistently regular communication using the school's character language will ensure sustained commitment and understanding from parents and the wider community. This will greatly benefit the school and be a significant step towards achieving the QM+ Character Award.

- It would fit the training aims of the school if the Jubilee Centre CPD programme and other ACE resources are included as part of the staff induction process

Regards

A handwritten signature in black ink, appearing to read 'G. Lewis'.

Mr Gary Lewis

24th January 2026