

UCL Beacon School Programme

QUALITY MARK AND RE-DESIGNATION REVIEW, WRITTEN REPORT

SCHOOL NAME	CSS South Quadrant
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DATE OF LAST OFSTED INSPECTION AND GRADE	20-21 November, 2013, graded 1, OUTSTANDING
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	6 October 2016
QUALITY MARK AND RE-DESIGNATION REVIEWER	Nicola Wetherall, UCL Centre for Holocaust Education



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Review context

The UCL Centre for Holocaust Education works with schools to enable young people to deepen their knowledge and understanding of the significance of the Holocaust and to explore its relevance for their own lives and the contemporary world. Developing this area of the school curriculum has also been shown to have significant benefits for broader educational goals, for pupil engagement and achievement, and for teaching and learning across a range of subject disciplines.

The programme seeks:

- To raise the status of Holocaust education in schools, embedding it within a schools' ethos and ensuring it becomes a priority area in the curriculum.
- To support schools in the development of more powerful Schemes of Work, linking aims, outstanding educational resources and advanced pedagogical approaches to clearer understandings about pupil progress and robust forms of assessment.
- To demonstrate the value of teaching and learning about the Holocaust as part of a broad and balanced curriculum and to broader educational values such as SMSC; Global Learning; active, democratic citizenship; and students' development of independent and critical thinking. The focus on teaching and learning about the Holocaust can provide a lens through which generic teaching and learning improves.
- To establish Beacon Schools as dynamic hubs within school networks, models of how teaching and learning about the Holocaust can make a major contribution to young peoples' education.

The Quality Mark serves to uphold the integrity of the UCL Beacon School programme, ensures key criteria and expectations are met and that innovative best practice, specific to individual school contexts are recognised. The award of the Quality Mark and re-designation of UCL Beacon School status is the result of a successful review process. The reviewer has produced this report to be shared with the school to provide valuable external verification evidence for senior leaders, governors, Ofsted inspections and parents. It should also be seen as a useful internal quality assurance and ongoing CPD opportunity. The visit was designed to externally validate good practice; to identify and celebrate areas of excellence; acknowledge and suggest areas for further development; and to offer strategies, opportunities and guidance where appropriate for continued improvement through coaching, CPD opportunities etc. The report also includes an outline of '*What went well... Even better if...*' and opportunities for ongoing development and support from the university.

To ensure this is a meaningful process, the Quality Mark and re-designation review visit was carefully designed to be rigorous and robust, but feel light touch, with a supportive, developmental and coaching framework; to offer credible evidence of impact; cast a critical friend's eye over the last year; and champion and support Lead Teachers and colleagues in furthering their practice, innovation and opportunities. It enables UCL to be confident of the quality output of its named Beacon Schools and to further champion and develop schools' work. It provides verification that our CPD and programme is having an impact on staff

confidence, substantive knowledge, pedagogy and practice and that this ultimately is making a positive contribution to the Teaching and Learning (T&L) in the Beacon school. It allows us to ensure the pedagogy and principles of the UCL Centre for Holocaust Education's approach is embedded and for us to access ways in which our pathway of professional development, CPD offers and materials are responsive to need.

The review visit intends to serve as a celebration of good practice, acknowledging the important and innovative work undertaken in Beacon Schools; provide meaningful external verification; and support both the school and UCL in continuing their work towards ensuring quality Holocaust education provision in our English schools. It seeks to answer the question of whether the Beacon School programme is working or not, and hence assist in decisions about scaling up. It can also answer questions about programme design: which bits work and which bits don't, and so provide policy-relevant information for redesign and the design of future programmes. We, like schools, want to know why and how a programme works, not just *if* it does.

School overview

- The Children's Support Service-South Quadrant (CSS South Quadrant, hereafter) pupil referral unit (PRU) and off-site service ('the school') comprises three centres at Langdon Hills, Fairview and Hadleigh.
- The Opal service (Off-site Provision and Access to Learning) runs from the Langdon Hills Centre and operates in a variety of settings including the local hospital, students' homes and public locations such as libraries.
- The school works with young learners who are unable to access mainstream education. The learners arrive at CSS South Quadrant for a number of reasons. Many have been or are in danger of being permanently excluded from mainstream school. This is usually because they are unable to meet the behaviour expectations of the mainstream environment.
- In addition to this cohort, CSS Quadrant South caters for the needs of many other young people who are unable to access mainstream education because they are anxious school refusers, have medical conditions that prevent them from attending school, or are facing mental health issues.
- The service caters for a wide range of students, most of whom have behavioural, emotional and social difficulties. Some have additional difficulties such as moderate learning difficulties and autistic spectrum conditions. Students currently include those who have been permanently excluded, those in danger of exclusion ('positive referrals'), those with medical or mental health needs and anxious school refusers.
- The local authority also commissions the school to provide education for students in Years 10 to 11 who have statements of special educational needs for behavioural (or ECH plans), emotional and social difficulties, for whom they have no alternative placement. These students generally remain at the school until the end of Year 11.
- The Hadleigh Centre caters for Key Stage 4 students only and the Fairview Centre for Key Stages 3 and 4. The Langdon Hills and Opal provision cater for all key stages.
- The pupil roll fluctuates on a weekly basis. At the time of the review visit there were in receipt of base funding for 198 (though numbers in total often exceed this throughout the year owing to the context and nature of the services provided – up to 250). At the time of writing 16% students have a statement or EHCP (65% of these are 'high or complex' needs. ALL students are categorised as needing additional support (by definition of their referral). 58% of students are eligible for PPG and 16% are current FSM. Typically, a larger proportion of students than usually found are looked after by the local authority.
- Together, these proportions mean that service received extra government funding to support the achievement of these particular groups.

- The school uses a wide range of alternative provision to supplement the education that it provides at its centres. These are: Circles Farm, Crown College, Eden Training, Gateway FM, ITEC, Motorvations, Prospects Canvey Skills Campus, Rallysport Engineering Academy, and SEC.
- CSS South Quadrant successfully applied for UCL Beacon School status in 2013 and participated fully in the year long programme. It is worth noting that the Beacon School Lead Teacher has continued to arrange annual CPD events in association with the Centre and has thus exceeded and expanded the Beacon School brief.

CSS South Quadrant was rated Outstanding in its most recent Ofsted inspection (20-21 November 2013). The report noted:

- The school is strongly focused on helping each pupil to fill in gaps in their learning, improve their behaviour and personal development, and move forward quickly.
- Students of all abilities make academic progress at about twice the rate expected, and often faster than this. Their literacy and numeracy skills improve rapidly.
- Art is a strength. Students often gain good GCSE passes in art.
- A steady stream of students return to mainstream well within a year of joining the school.
- Teaching is very effective. It is characterised by excellent relationships with students and a strong focus on improving their personal development, literacy and numeracy skills.
- Students' fast progress boosts their confidence and self-esteem so that they become willing to try and work hard.
- Expert behaviour management helps students' behaviour to improve considerably.
- Students' attitudes to learning in almost all lessons are excellent. They enjoy their work and are keen to improve.
- Students' personal development improves at a fast rate.
- The staff have faith and confidence in the leadership of the headteacher. They present as a committed, unified, happy team.
- Parents, carers and students are happy with the school's work.

- The school provides a rich, memorable range of subjects and activities that form a very good basis for teaching and learning.
- The school analyses students' achievement and provision carefully and frequently. It works swiftly to improve any identified areas for development

Development or future improvement points identified from most recent Ofsted inspection (2013) were:

- Work with the local authority to resolve issues that have an impact on students' attendance, safety and turnover relating to: transport to and from school lack of sufficient space at some centres delays in moving students to special schools when this is specified on their statements.
- Reduce incidents of unsociable and challenging behaviour and fixed term exclusions at the Galaxy and Saturn Centres to the very low level found at the Jupiter Centre.

Actions agreed at previous Quality Mark and Re-designation review: (If applicable)

Not applicable, as 6 October 2016 was CSS South Quadrant first re-designation/Quality mark visit.

Phase 1: Non-Negotiables

To remain part of the UCL Beacon School Programme the following **MUST** be achieved:

	YES	/	NO
• Has the Lead Teacher attended one-day UCL CPD course?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has school hosted one-day UCL CPD course for network/local/regional schools?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has the school identified a named member of SLT to support Beacon School Status?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Did Lead Teacher and member of SLT attend UCL residential?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Did school submit initial Scheme of Work?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has students been refined/edited in light of UCL mentor feedback?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Did school send representative on Poland trip?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has students been shared with at least five partner schools?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has Beacon School Status been prominently included in the SIP plan and acted upon?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has teaching and learning about the Holocaust been observed by UCL?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has a SWOT analysis been provided by either Lead Teacher, SLT or both?	<input checked="" type="checkbox"/>		<input type="checkbox"/>

As a result of this phase of the Quality Mark Review the following actions are URGENTLY required to ensure compliance/re-designation is possible:

Not applicable as CSS South Quadrant met the expectations.

Phase 2: Summary of review visit methodology

The UCL Quality Mark reviewer undertook the following activities:

Prior to visit -

- Copies CSS South Quadrant Improvement plan, most recent Ofsted reports, Students and original Beacon School application documents were requested, collated and reviewed. A SWOT analysis (amended to SBOT by CSS South Quadrant) was completed and a rich and impressive range of supplementary evidence was offered, along with an itinerary prepared for the multi-site one day review visit.

During re-designation visit -

- A tour of the Fairview site – with Tony Cole (History/Lead Teacher)
- Meeting with SLT links – Jo Barak (Head of the Service, CSS South Quadrant) and Carolyn Hainsby (Head of Primary, CSS South Quadrant)
- Meeting with Lead Teacher – Tony Cole (History/Lead Teacher)
- Work scrutiny folder, sample lesson plans and resources from various subject areas and documentation including UCL Students
- Meeting with staff from Lincewood Primary School; Tim Eastwell (Head Teacher), Chelsea Kelmsey-Benson and Jessica Crews (Yr6 teachers)
- Student voice interview – with Jack, a Yr10 student
- Telephone interview with Lisa Holloway (Southend Borough Council Healthy Schools Adviser, Health Improvement Practitioner Specialist)
- Meeting with staff – CSS South Quadrant teachers - Gill Turrants (Food Technology and Nutrition), James Shane (PE), Pete Argent (Art) and Liz Wickham (Science)
- Visit debrief – with Tony Cole (History/Lead Teacher)

*It should be noted teaching about the Holocaust was not observed on this occasion owing to the timing of the visit and nature of the context and learning environment (the Students is constantly adapted owing to the highly personalised curriculum and cohort). However, comment can be made based upon the range of quality evidence and insight garnered through the accreditation process and visit. UCL colleagues have seen the teaching at the school in informal or developmental contexts since 2013 onwards and we are confident of its quality. The school would welcome, and are open to, UCL colleagues visiting to observe the Students taught more formally or from a coaching/developmental/partnership perspective in the future.

After visit -

- Confirmation and clarification was sought, via email, on details for the report, regards service cohort data.
- Reviewer received photographs of a range of students' work, a media file, a copy of a presentation regards impact of UCL Beacon School status on Ofsted grading.
- Reviewer sent letter of thanks to Jack (Year 10), via the service, acknowledging his time, thoughtful contributions and honest reflections of his Holocaust education experience at CSS South Quadrant.

Phase 3: Key findings

1. Assessment, Achievement and outcomes for students:

The vision and mission that ‘Every child is given the opportunity to maximise their potential, enabling a lasting, positive difference to their life’ underpins everything at CSS South Quadrant, including assessment and understanding of achievement and outcomes for its learners. The service is personalised; its curriculum, teaching, learning and policies place the individual learner at the heart of everything. Individually-tailored learning programmes inspire every child to maximize their potential and, in so doing, value and respect every child, building their self-esteem and confidence to ensure both personal and academic development.

- **This review confirms there is a real appreciation for Holocaust education and that Beacon School status has stimulated reflective teaching and learning. Students spoke of the importance of learning about the Holocaust’s ‘reality’, whilst teachers across the service reiterated they had ‘...come to learn and appreciate, like the students, that it was not just a fact, date, statistic, or keyword’. So many colleagues recognised Holocaust education as a valuable empowering opportunity to ‘inform and confront us with best and worst of what humans can do’.**
- Mrs Barak and her staff, including Mr Cole, clearly recognise educational achievement and outcomes for learners are both cognitive and affective; indeed state the latter is especially important given their learners’ needs and context. Both consider the holistic contribution of Holocaust education to their learners’ experience at CSS South Quadrant to be particularly significant and a valuable driver of personal development.
- Given the context of CSS South Quadrant learners’ needs, curriculum and progression is highly personalised and closely monitored, both academically and holistically. Due to their previous poor school attendance, educational disruption and personal circumstance, learners’ skills, knowledge, understanding and overall attainment at entry are typically below the national average for their respective ages. However, students’ academic achievement was noted in the 2013 Ofsted report as outstanding – with, on average, most students in the service making ‘...at least double the expected rate of progress.’
- The holistic or personal and social development of learners at CSS South Quadrant is a significant strength and focus, arguably of even more relevance and import in PRU contexts; currently the tracking and monitoring of specific academic progress or impact of the Beacon School programme is limited, but baseline and ongoing personal development and skills data is considerable.
- Mr Cole explained that students are assessed on their Holocaust work as they would normally be in History in this PRU and highly personalised context: *‘I mainly assess “in running”. So, for example, if we have had a discussion around an issue and the students have inferred from more than one source, then I will record this. This process is easily manageable with small cohorts such as ours. Equally, I can easily point out when a student hits an attainment indicator, e.g. “Well done Jack, you have just put those events in chronological order”. They are assessed, but rarely with a formal piece*



of work... catchphrase time: I want to know what they can do, not what they can't!

- In terms of assessment, achievement and outcomes for students Mr Cole noted: *'Most students "enjoy" the work on the Holocaust. They are naturally drawn to it... do they achieve differently during the Holocaust work, well... as a rule they make the same level of progress, but you get the odd one or two who I am able to work with and exceed all expectations, like Jack.'*
- Mr Cole commented that *'...we have far fewer girls than boys, but I would say that the boys engage more than the girls with the Holocaust material (of course there is always the odd exception), but this is anecdotal rather than data driven'*. This increase in engagement, curiosity and interest, and improved attitude to learning as a result of the stimulus of the Holocaust education work was something that was confirmed by colleagues across the curriculum, including the Ms Hainsby (Head of Primary) and also by the Year 6 colleagues at Lincewood Primary (Ms Crews and Ms Kelmsley-Benson) citing their successful piloting of the 'I wonder where I will be tomorrow' resource.
- Whilst mainstream formal assessment or data driven tracking of impact and outcomes for the Beacon school work may be lacking, the procedures and practices of CSS South Quadrant, in the context of their setting, service and needs of the learner, is thorough: there is so much evidence of excellent achievement and progress in Holocaust education garnered from this review. An increase in criticality and reflection was a noticeable recurring theme when teachers discussed progression and outcomes. Teachers across the curriculum spoke independently of:
 - *'Students improve and hone their skills... they don't take sources at face value anymore.'*
 - *'...for some of our learners it has been the first thing that's made learning relevant and seem meaningful or important.'*
 - *'Our students have limited experience of the wider world, but this experience has broadened their horizons, or at least their understanding of the world beyond Basildon... now they have a sense of the local, regional, national and global... it's challenged their perspectives and assumptions.'*
 - *'...it's brought learning to life.'*
 - *'It's been more important that we give the kids these opportunities than it has been to worry and measure all of the outcomes. Watching them flourish and grow and question and gain confidence to share their ideas and opinions is massive, for me as their teacher and them as individuals.'*
- The range of work scrutiny undertaken in the review process clearly demonstrated progress made by a range of learners and targeted/ vulnerable groups. The 'attainment gap' addressed in some pieces (rather than books) confirmed that students were engaging and achieving. The standard of Holocaust accounts and explanations, use of precise terminology, language and detailed class and

assessed work was good quality. Please see examples of student outcomes in the Appendix.

- It may be that looking to the future a short interactive, multiple choice survey or questionnaire could be used with students to baseline pre and post knowledge or attitudes – this would be a recommendation for consideration in the future, perhaps a trial or pilot?
- As the 2013 Ofsted acknowledges, at CSS South Quadrant ‘Students’ personal and social development is also accurately measured and recorded’ (currently using the P.A.S.S package, but alternatives being considered) ‘...and shows rapidly improving behaviour, self-esteem and attitudes to school and learning... This puts them in a much better frame of mind for learning, which they come to enjoy again. Together, students’ improved personal development and academic skills allows many to return quickly to mainstream education’. In the context of a PRU this data is invaluable and especially significant; it identifies trends, skills and progression of the whole person. The service’s dedicated and expert staff seek to create a positive, safe, caring and supportive learning environment, in which its learners may flourish, engage and succeed – in every sense of the word.
- Learners at CSS South Quadrant make substantial progress in the realm of personal development; as Ofsted in 2013 acknowledged, ‘Support for students’ spiritual, moral, social and cultural development is widely evident. Displays of excellent art work... contribute to the overall atmosphere of respect and value’ and Holocaust education plays a significant role in the SMSC, personal development and values package offered by the service. The holistic achievements and progression of learners is a major strength at CSS South Quadrant and rightly this dimension is a source of great pride; personal development is highly valued.
- Holocaust education and the Beacon School status of CSS South Quadrant does not feel a ‘bolt on’, but is ‘embedded’ as ‘part of our curriculum’ and values of the service. Mrs Barak notes ‘We do it because it is important for our young people, not because we have to’. The value of Holocaust education is widely recognised across the service. Mrs Barak reports that ‘...in three years it has become an expectation, rather than a “would you mind...”, with staff embracing the Beacon School and seeing a range of benefits and outcomes for the learners’, whether in terms of substantial knowledge, personal growth, skills or engagement.
- This review notes the outstanding SMSC provision at CSS South Quadrant – and the important contribution the introduction of Holocaust education has played in that – within an existing culture of understanding of the importance of personal relationships, growth and enrichment. In this atmosphere, amidst this vision of educational opportunity for their learners, CSS South Quadrant continue to strive to give ‘kids opportunities, not to be limited by concerns for outcomes at the expense of the experience... to develop their social skills, their critical thinking, self-control and sense of responsibility’. In so doing, CSS South Quadrant are rightly proud of the achievement and outcomes for their learners – Holocaust education and their Beacon School status does indeed contribute to their diverse, enriching and personal development programme. This is undoubtedly an area of strength, value and skill that learners benefit from.

- The CSS South Quadrant ‘Overview of Beacon School Programme’ document states their aim: ‘CSS South Quadrant engages every student in their academic, social and personal development, enhancing their skills and increasing confidence in them and their future. We believe that Holocaust Education has an essential role to play in meeting the needs of learners’. It goes on to recognise the needs of their learners and their personalised contexts to state ‘As a Beacon School, CSS South Quadrant focuses on differentiating the UCL approach to Holocaust Education to meet the needs of the cohort...specifically for young people experiencing some or all of the following:
 - Social, emotional and behavioural difficulties
 - Have been excluded or who are in danger from exclusion from school
 - Statements of SEND
 - Low levels of emotional literacy
 - Low levels of literacy and/or numeracy
 - Moderate learning difficulties
 - Specific medical needs that prevent (temporarily or long term) access to mainstream school
 - Families who are accessing multi-agency support
 - Children in care
- In short, CSS South Quadrant are committed to the principle that all learners have the right to access quality Holocaust Education. The highly personalised, flexible and innovative curriculum and teaching and learning, ensures targets and progress are individual; that assessment is varied, tracked and monitored. That consistent reviewing of pupil need and progress informs lesson and curriculum planning – student by student. CSS South Quadrant teachers truly know their learners, understand their needs and have a very accurate understanding of each learner’s progress and current attainment.
- In Art, an identified Ofsted 2013 area of strength, students had worked on sculpture projects inspired by the work of Alberto Giacometti and pieces by Anselm Kiefer – the students produced exceptionally high quality pieces which evidences the value and quality of creative dimensions and opportunity in Holocaust education. This art work display is incredible: rich, hugely powerful pieces that are outstanding on their own terms but also act as a communal point of contact. But, perhaps more significant in terms of progress, are the learning conversations undertaken between learner and teacher as the artwork evolved - where knowledge of the Holocaust, emotional literacy, reflection and artistic skills were explored and honed. The outcome, and the process are clearly indicative of excellent achievement and progress.
- The CSS South Quadrant website states: ‘Art and Design gives students the opportunity to consider the world around them, responding to it and commenting upon it, through visual means. As well as building technical skills, students will have the opportunity to develop as individuals, considering philosophical and global concepts, considering different points of view’. Mr Argent reinforced this point when he noted that, through art, learners were able to make meaning of the Holocaust for themselves, seeking to make the past relevant to their own lives, context and experience. By

exploring how Giacometti's figures '*...had a Holocaust influence, yet could also relate to body image, bulimia and wider issues of suffering in their lives or famine and the suffering of others worldwide. It led to conversations about posture and body language, mood, expression and portrayal of feelings*'. The Giacometti inspired figures produced by learners and photographed in a range of postures enabled the exploration of range of social situation and interactions, thus the learning outcomes were both academic and developmental – truly outstanding and personalised for each learner.

- Likewise, the Kiafer-inspired artworks enabled discussion, during the creative process, of the HMD Journeys theme, and to consideration of the role of memory and how Germany today deals with its Holocaust past. Mr Argent revealed this had, at times, led some students to explore/discuss their own past or current difficult experiences or contexts, where they are in the 'journey' – again an example of a teaching and learning experience that saw both artistic improvement and opportunity, but also personal development and skills.
- In Food and Nutrition the CSS South Quadrant website states '*...lessons are taught with the ideals of highlighting British Values and Global Learning with dishes such as healthy stir-fry for Chinese New Year, pancakes for Shrove Tuesday and Jewish chicken noodle soup for Holocaust Memorial Day.*' The involvement of subjects not traditionally thought of as Holocaust education subjects, is a strong feature of the CSS South Quadrant approach – epitomised by the brilliant poetry produced annually by Mrs Turrants around HMD week – as they offer whole person education and enrichment opportunities.
- In addition to making and tasting chicken soup, a traditional Jewish recipe, learners have embraced the opportunities in Food Technology to consider a range of questions and issues, stimulated by Holocaust education: what food was available in mainland Europe in the 1930-40s, and in ghettos? What recipes/meals can be made with meagre ingredients? What was the calorie intake of those in ghettos, in camps and how would this impact on their ability to work, their energy, wellbeing and overall health? What is the lasting impact of starvation and poor diet for those who survived? The Holocaust education stimulus has enabled a range of cooking and life skills to be practiced and considered, whilst Mrs Turrants also sees it as an opportunity for encouraging global learning and broadened cultural horizons. The outcomes and achievements here are diverse; learners may be able to hone culinary skills, nutritional and substantive information, they may see a range of personal development gains in terms of a rise in confidence, understanding of well-being. Whether reflecting on the Holocaust past, Jewish dietary laws or their own body image or food/eating related concerns – learners undoubtedly engaged, made progress and achieved.
- The review also included conversations with PE (Mr Shane) and Science (Mrs Wickham) subject leads – again, subjects not traditionally thought of as Holocaust education opportunities – and again found exceptional, innovative practice that led to a range of noteworthy learning opportunities, achievement and enriching outcomes for young people.
- Throughout the review process there was – from students and staff, whether teaching or support staff across the service – pride in their *achievement* of securing Beacon School status, and a sense

of the importance of gaining the Quality Mark was palpable.

- Achievement is recognised across the service in so many ways: personal and academic – and sometimes in both. Take, for example, the students who featured on the BBC Radio Essex Dave Monk Show. Tommy, Leo and Harry were each described as ‘*good kids*’ but ‘*extremely hard to reach*’ and yet spoke articulately on the radio about HMD week and the work they were doing and why it was important. They spoke with confidence and responded to the faith shown in them by their teacher, by being a ‘...real credit and true ambassadors for CSS South Quadrant and Holocaust education. In doing so, perhaps they help changed public or community attitudes too? For those students, what an achievement! What a learning experience and opportunity!’
- That very ‘real’ sense of pride comes from being both a PRU ‘and’ a Beacon School – this is telling in terms of *achievement* given the students self-perception benefits, confidence and engagement, the shifting of education and public-opinion perceptions about PRU’s and the students of PRU’s labels, abilities, needs or aptitude or ‘right’ to such educational experiences and opportunities. In becoming a UCL Beacon School, recognised for its innovative work, expertise and championing of Holocaust education, CSS South Quadrant has clearly demonstrated that the labels and expectations for their learners – and of PRU’s more widely – are to be challenged and rethought. Mrs Barak rightly asserts CSS South Quadrant’s work is important; their service provides quality teaching and learning and enriching experiences – and the Beacon School status has helped acknowledge that; thereby rightfully providing a source of great pride and *achievement* for the service students, staff and community.
- In bringing together PRU and Beacon School status, CSS South Quadrant are challenging notions that such learners would be unable to access Holocaust education, that such a learning environment would be inappropriate or ill-equipped to deliver quality provision, teaching and learning about the Holocaust. Instead of accepting the societal or media labels of their students as low ability, troublesome or of little value, CSS South Quadrant offers a broad and balanced curriculum that is truly personalised, that inspires, engages and challenges their young people – its Holocaust education curriculum exemplifies their belief that their young people have the right to a quality, rigorous, innovative, age and need appropriate, enriching experience of Holocaust education; and that all learners can engage and achieve in this context. What CSS South Quadrant has achieved in this sense – cannot be underestimated.
- The belief that an opportunity for an experience of Holocaust education is a right for their learners reflects Mrs Barak’s CSS South Quadrant educational ethos responding to learners ‘*need, not their label*’.
- Beacon School status is widely regarded by CSS South Quadrant staff an *achievement* that has validated their PRU work – it was hoped the Quality Mark would further afford their quality teaching and learning, enrichment and service, credibility. The review process confirms this achievement. It should indeed reaffirm and validate CSS South Quadrant expertise in this area, its innovative and quality Holocaust education provision and the resulting learner’s personal

achievements and outcomes.

- It was clear from discussions with Mr Cole and subject leaders that Beacon School status has been the catalyst for powerful teaching and learning, pedagogic conversations among staff and reflection. Teachers everywhere are constantly assessing students in a variety of ways, formally or informally, both in terms of the academic and personal development. They continue to grapple with ideas of rigorous and reliable assessment, but also to question what is necessary or ‘valuable’ to assess and what is required in order to show progress over time. The pedagogical principles and strategies originating from the Centre have now taken root in other, non-Holocaust related subjects and topics. The review demonstrated Beacon School status has stimulated or provided further space and opportunities for pedagogic and assessment conversations among CSS South Quadrant staff that can only be beneficial to wider reflections the future development of assessment and achievement across the service.
- Jack in Yr10 interestingly commented he felt a ‘*duty*’ or more of a moral obligation to improve his work on the Holocaust than they did for his other topics or subjects.
- There is a prevailing climate of reflective practice for the benefit of all learners and their outcomes that to some degree is attributable to the Beacon School Programme’s commitment to reflective space and research into practice opportunities. Mr Cole and middle leaders have a clear sense of what worked well and why, but equally can identify areas for improvement.
- Subject leaders at CSS South Quadrant are not risk adverse – and again, Beacon School status has further encouraged this; rather, they are absolutely committed to an evidence-informed creative pedagogy responsive to their learners’ individual needs in order to secure best outcomes. Much of this was predicated upon strong teacher-student relationships and staff knowing their data, the issues and how to best engage learners.
- Ms Hainsby noted that Holocaust education opportunities within the primary sector of CSS South Quadrant had been possible and indeed successful, despite initial reticence and concerns regards appropriateness, because of ‘*powerful learning conversations*’ and the focus on making it ‘*...relevant to students*’. She went on to describe those conversations and question and answer sessions as ‘*nice surprises...they ticked all our speech and languages boxes...saw students really wrestle and grappling with their learning as they often wanted to “solve it” but they couldn’t.*’
- Mr Cole and middle leaders recognised that SMT have supported reflection, discussion and planning time for the students and HMD week – teachers are often ‘*time poor*’, but at CSS South Quadrant teachers felt confident to ask for that time and that whenever possible SMT would support or enable it.
- Student voice and input during the review reiterated that powerful learning about the Holocaust had undoubtedly taken place. Jack could confidently identify how his learning had progressed and

agreed Holocaust education was important and relevant.

- Students could speak about their pre and post knowledge and understandings, what they were surprised or shocked by – for example, they talked of the amount of people who had supported the Nazis rise to power, and seemingly so little open challenge. Students acknowledged the few who tried to help or speak out, and could speculate, based on a range of evidence, why others might not have resisted, or why so many were complicit. This ties to the Centre’s research and highlights progress given so many students nationally, having studied the Holocaust, could not do this.
- Students were able to accurately use a range of technical and historical vocabulary regards the Holocaust, WW2 and the rise of Hitler. This confident use was impressive (*Lebensraum*, Police Battalion 101, resettlement in the ‘East’, propaganda and memory manipulation) – but it may be worth consideration to what extent we use perpetrator narratives in our teaching, learning and assessment. Perhaps this is itself a worthy learning conversation to have with students – what words, terms, euphemisms do we use?

*See also Mr Cole’s SWOT analysis.



2. The quality of teaching and learning, pedagogy and practice:

- The passionate belief in and pursuit of outstanding quality teaching and learning – both academic and in terms of personal development – lies at the heart of everything at CSS South Quadrant. This is acknowledged in the Ofsted inspection of 2013, and exemplified in the commitment to innovative practice, provision and opportunity for Holocaust education. A Year 10 student praised the quality of teaching regards the Holocaust mentioning the passion, enthusiasm and knowledge of their teacher Mr Cole.
- The review concurs (in the context of Holocaust education learning opportunities and experiences) with 2013 Ofsted remarks that CSS South Quadrant *'...students' outstanding achievement is underpinned by excellent teaching. It is characterised by strong relationships with staff and highly effective support for behaviour and personal development which helps students engage in learning'*. The Ofsted report goes on: *'Secondary students across the school are taught in very small groups, and often individually because each has a personalised curriculum. This means that teaching is completely focused on each individual's needs and results in very fast progress. Students are 'coached' and the atmosphere in classes is collaborative working between staff and students'*. This was confirmed by staff across the service; observations whilst undertaking the review day; in work scrutiny; documentation and pupil voice. It was exemplified in:
 - a) A 2015 lesson observation document submitted as pre-evidence for the review illustrates the quality teaching and learning that had taken place; the rate of progress made in a 1:1 lesson, supported by a Teaching Assistant (who has herself undergone specialist Holocaust education training). Here a student is noted as repeatedly commenting *'Hold on, I am thinking'*; SMSC is evidenced; the progress made is excellent; teacher subject knowledge and expectations high; and student independent learning is evident. It is all built on a strong and good working relationship and outstanding teaching and learning, let alone high quality Holocaust education in a PRU. **What is on offer to CSS South Quadrant learners in terms of quality Holocaust education provision would stand up to scrutiny in any context, in any school environment – the fact that this is achieved in a PRU is all the more to their credit.** In terms of Holocaust education, these young people are learning as much, or more, than many students in main stream schools. It is not a bolt on – and is illustrative of wider best practice in teaching and learning across the service.
 - b) Jack, a Year 10 student interviewed during the review, stated that use of ICT was *'really good'* – when urged to say more about this, it was focused on a lesson on legacy within the students that also drew upon Mr Cole's experience of the UCL site visit to Poland and, in particular, the visit to Jadow. In the absence of being able to take students to the site, Mr Cole use a range of resources and technology to bring Jadow to Jack – with photos, use of IWitness, a virtual shtetl, google earth/maps. Jack said *'the impact on this one small place was terrible to realise'*. He went on *'...in normal school it would have been "read it from the textbook" or something, but instead here we had laptops and interactive stuff to make sense of it for myself'*. For Jack, Mr Cole's approach was just right. It engaged and inspired him. It provided the hook for his

learning, he was curious and progressed in the lesson as a consequence.

- The rich, broad and balanced, highly personalised curriculum offered, and the nature of the service context ensures students enjoy a range of learning episodes and experiences which demand quality teaching and learning practitioners. To include Holocaust education within that curriculum means teachers must be able to engage those learners typically labelled ‘hard to reach’ (in order to engage, teachers themselves need quite a lot of things; subject knowledge about the Holocaust, but also particular competencies in terms of ‘Holocaust pedagogy’), must be able to make the complex, controversial, difficult or sensitive accessible and relevant, must link substantive knowledge to life skills, whilst valuing personal and cognitive/holistic development. At CSS South Quadrant this is very much the case.
- CSS South Quadrant teachers are prepared to take risks in order to give learners opportunities and valuable experiences and not always to judge quality or worth on the outcome alone. The developmental process can be as important as the final result.
- The excellent skills, toolkit, confidence, and teaching and learning strategies of CSS South Quadrant staff is matched only by their total commitment, strength of personal relationships, knowledge and care for their learners – together, ensuring quality teaching and learning results, and this is especially noticeable in the learners’ experience of Holocaust education.
- **Mrs Barak regards the impact of the UCL Centre for Holocaust education delivery of CPD, pedagogy and approach as ‘the biggest surprise’ of their Beacon School engagement and journey.** CSS South Quadrant staff independently report that the UCL approach has impacted positively and further developed already excellent teaching and learning practice across the service. It was widely credited as having significantly contributed to a ‘*shift in thought processes*’ and impacting upon their practice; sometimes very consciously, other times, upon reflection, subconsciously.
- Mrs Barak commented that as a senior leader and **manager ‘the real value of Beacon School involvement, the CPD and status is the methodology, pedagogy, return to reflecting on teaching and learning’** as such she recognises and values the wider educational contribution the training and approach offers her school/service. Many of its underlying principles have become ‘*expectations in practice*’, irrespective of whether a Holocaust education related lesson.
- Within History, the purpose of a high quality study is stated at CSS South Quadrant as helping ‘...students gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire students’ curiosity to know more about the past. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement’. This approach serves to help learners ‘...understand historical concepts such as continuity and change, chronology, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create structured accounts, including written narratives and analyses’. In such subject-specific provision, the UCL Beacon School methodology and pedagogy sits comfortably – and contributes to safeguarding and wider educational goals of critical thinking, e-



safety, the promoting of fundamental 'British values'. It serves to offer students skills and experiences that can equip them in wider life and society and its teaching is excellent.

- **A Year 10 student praised the quality of teaching about the Holocaust mentioning the passion, enthusiasm and knowledge of their teacher Mr Cole.** Students were able to demonstrate a range of historical events, names, concepts and aspects to their learning – including Leon Greenman, Leslie Kleinman, Police Battalion 101, 'The Pianist', ghettos, camps, and used the words perpetrator, bystander, complicity, propaganda and antisemitism in their reflections on the Holocaust. Students showed a range of substantive knowledge, but also stated they felt like they had made progress or improved in their understanding. Student voice also revealed that the Holocaust education learning experience was recognised as valuable to them as: ***'it matters to me...it matters to the families and people affected back then and still living with it today'***. Comments included: ***'It was important I learned about it because it was a huge part of the past, but, you know, it's also really present today too'***.
- Students felt that they had had their questions answered – but were confident in their teachers that should they have a further question that they could ask someone.
- **Student feedback** during the review visit included:
 - ***'The Holocaust is important to learn about'***
 - ***'It was interesting...I had so many questions, so I did extra research'***
 - ***'It made me think'***
 - ***'Mr Cole made it relevant'***
 - ***'In science we went outside to make medicines from the woods likes the resistance fighters did'***
 - ***'Shame lessons are 40 minutes as I really enjoy listening and learning about it'***
 - ***'Mr Cole and the teachers really care about it... and cos they make it interesting... and they use real people's stories... you know, you end up caring about them too'***
 - ***'Someone who was ACTUALLY there, told ME their story'***
 - ***'We are a Beacon or champion in Holocaust stuff...'***
 - ***'We watched the film about the famous piano man in the ghetto and hid...we did things with cards on the walls and we tasted and cooked Jewish things'***
 - ***'Hope I get to do more work on it'***
 - ***'The only thing that would make it better is more of it and not 40 minute lessons'***
- **Engaging with and studying the story of a Holocaust survivor, Leslie Kleinman**, as part of a local history study, was identified a strength. Student voice supported this as learners recognised the privilege of such an opportunity to hear from a survivor. One student during the review said: ***'...it's unusual for someone like me to have an opportunity to speak to someone like that. It was amazing that he would come... I am really grateful for that chance to meet and listen to someone like him... I just wished the time was longer with him'***.
- Despite the impact of survivor direct personal testimony and engagement – students still commented ***'I still can't quite believe it would happen – I know it did, I believe Leslie, I know from***



the books and internet and stuff...but it was so terrible, the starving, the gas, the camps, you know that I still wonder why and how it could happen. It was mad.'

- Students understood the relevance of this Holocaust history to 'real people' – through that direct 'human' encounter and testimony. A new and UCL resource being developed with Tony Cole, 'I wonder where I will be tomorrow' will further enhance and strengthen this approach.
- The review reveals a deep seated desire to 'do the Holocaust, its victims, complexity and survivors justice' and to respect both students and staff wellbeing in its Holocaust education. A reflective staff body, supported by middle leaders and endorsed by SMT, take pastoral responsibility and duty of care concerns seriously. In turn, all learners flourish both academically and holistically in their encounter with this most complex and difficult history.
- In PE students were able to engage with the Holocaust thanks to exploring Gino Bartali – a cyclist who won the Tour de France, and who saved Jews in wartime Italy. Mr Shane was also able to connect and inspire his learners with reference to Holocaust survivor and British Olympic weightlifter Ben Helfgott; to reflect on the power of sport to rebuild, give sense of value, self-worth, and purpose post-war or indeed to support students' own growth and development. These stories were a source of student curiosity and its learning outcomes were varied and compelling. Mr Shane reports 'the students really ran with these stories'.
- Educationalist and UCL academic Dylan Williams writes: 'In education, "what works"? is not the right question because everything works somewhere and nothing works everywhere. So what's interesting, what's important in education is: under what conditions does this work?'
At CSS South Quadrant, quality teaching and learning about the Holocaust works. **With skilful and reflective practitioners, supported by specialist CPD; with strong relationships in place and a personalised curriculum, they demonstrate just what is possible: that Holocaust education can be highly effective in PRUs.** As noted elsewhere in this report, a CSS South Quadrant strength is their ability to reflect on William's comment and understand the significant contribution they are making to challenging notions of in what circumstances and with what type of learner outstanding Holocaust education can take place.
- Evolving cross-curricular/interdisciplinary approaches are evident: **Beacon School status has helped foster open conversations between teachers and deep thinking regards curriculum and learning.** Students' critical and independent thinking and meaningful knowledge is promoted through questioning, innovation and sharing of good practice.
- Conversation with Lead Teacher Mr Cole demonstrated the impact of UCL Centre for Holocaust Education CPD on teaching and learning: 'Originally I taught the Holocaust – without any CPD, and thought I was doing it ok. Turns out ...on reflection, I was doing it really badly... I would mark HMD, but it was pretty tokenistic, let's all be quiet, sad and light a candle...and then I'd move on. I came across the [UCL Centre for Holocaust Education] CPD and I was interested, but cynical as I am with any CPD... **It's changed everything. When I got home that night my wife commented "...for the past hour you haven't stopped talking about that training" ... I was genuinely excited again about**



teaching and learning. I was engaged, and that hasn't stopped in the years since. Its genuinely enhanced and made me more reflective about everything I do... Now I adapt resources and play with the UCL pedagogy and model, so I can use a resource or HMD theme and embed it in UCL principles... I can engage other organisations, materials or testimonies and tools and apply them in a way that is underpinned by UCL methods and strategies.'

The review heard from colleagues across the disciplines, whether primary or secondary, of the change in thinking about teaching and learning, and ultimately the impact on learner outcomes.

- When asked about more about the **wider teaching and learning impact of Beacon School status**, the review heard the following from staff across the service (primary, KS3 and 4):
 - *'I don't let them off with boring answers anymore... I want to play devil's advocate and make them think outside the box.'*
 - *'I'm more conscious now of my work being about real people and real communities... not just someone other, in a different place or time...so I think and approach teaching about civil rights in America, Rosa Parks and Billie Holiday differently.'*
 - *'Personal testimony or stories I use more of them now to inspire and engage my students'*
 - *'I'm braver now... more prepared to challenge...more willing to tackle the complex or sensitive and controversial topics... mostly because they are the most interesting topics... where the best learning happens... and I feel confident enough to do that now as I have a toolkit and that's liberating for me... it also means my kids are inspired and engaged as they are intrigued and have great questions...even if they are not always the questions you would expect or want them to ask.'*
 - *'Thinking about it now you have asked I definitely give students more thinking time and I'm less eager to jump in and fill silence. I might have to reframe a question to get a response sometimes, but the space to really think is a powerful thing I think, and so that's a positive impact.'*
 - *'I think I have the confidence now to experiment with my ideas... so I know I am now more creative than I was...its forced me to think outside the box so my subject can contribute something meaningful to HMD, and that's exciting and rewarding in its own right.'*
 - *'I've found my subject can offer something to Holocaust education...at first I didn't think it could... and what its taught me is that what is most important is that we get students to relate and engage with this history, but whatever means we can. Sometimes this is an obvious link (often my worst lessons) and sometimes less obvious which have been among my very best learning lessons... in fact the learning has been a shared teacher and student experience...we have learned something together'.*
- Students' learning may be implicit or explicit at CSS-South Quadrant. The review heard that around HMD each classroom adopts a camp – for example, Sobibor – and there is a display put up. The door of the classroom features the camp's name, and each classroom takes on an individual story associated with that camp, or the HMD theme that year. This is a very visual and consistent set of messages for students entering the service; even catering and site technicians have their door displays and personal stories! This helps to build the geography of the Holocaust, without ever losing site of the individual, family or community stories attached. It ensures that students sense

from entering the various classrooms a multi-faceted understanding of the Holocaust. Mr Argent noted that classrooms being named in this way offered learners a prompt or visual learning reminder, which – taken as a whole – enabled students to explore continuity and change. The appearance of the names on doors and classroom displays also signalled a change in the school year and marked a focus for the service’s HMD work; all things which reinforced CSS South Quadrant values.

- **CSS South Quadrant has successfully embedded the UCL Centre for Holocaust Education’s pedagogical principles for Holocaust education. Students and staff affirmed throughout the review process the importance of powerful knowledge** – that to know something alone, in isolation, out of context is not enough; rather understanding, questioning and critical thinking are the means to meaningful knowledge, especially of self-knowledge. Broadening and embedding such skills and understanding across a range of subject areas and Schemes of Work could support overall student development, achievement and challenge the progress gap.
- Whilst observation of teaching did not take place during the review visit, Emma O’Brien, notes: *‘As Mr Cole’s mentor during the Beacon School Programme 2013-14, I had the pleasure of visiting him on 11 November 2013 and was able to sit in with a small Year 11 group engaged in the ‘timeline’ activity: A most impressive undertaking given that the class of three boys grappled with material designed for a class of 30 and showed themselves to be keenly interested.’*
- Mrs Turrants spoke of students being *‘silent, you could hear a pin drop’* when faced with a survivor. Mr Cole’s use of IWitness also demonstrates **that students had found such ‘individual stories’ profound, deep and revelatory; they had discovered something of themselves, their values and their identities in their studies of the Holocaust.** The history Holocaust Students – vital to Beacon School status – has been planned and piloted, though given the highly personalised curriculum it rightfully states *‘...this provides a framework, rather than be prescriptive. Colleagues can dip in and out according to need... these can be one off lessons or can follow a series of progressive steps’.*
- The students includes a range of UCL Centre for Holocaust Education materials, including those focusing on the story of Leon Greenman, as well as the interactive timeline, ‘Being Human?’, resistance, ‘surviving survival/legacy’, and ‘Unlocking antisemitism’. There is a clear rationale and a sense of purpose befitting the school, cohort and its context.
- The power of stories was repeatedly highlighted throughout the review; whether in response to Mr Kleinman’s visit, use of IWitness, Leon’s story or in the piloting of ‘I wonder where I will be tomorrow’. **Mr Argent, Mr Shane, Mrs Turrants, and primary colleagues at Lincewood attributed this successful strategy to UCL Beacon School work.** In the stories of individuals, central to UCL Centre for Holocaust Education pedagogy and materials, **the work became ‘personal to students’, ‘they saw and understood the relevance’ of this history.** This was felt, in part, to be due to the British, East-end story of Leon Greenman that is a thread that runs throughout the UCL programmes. The geography and context of CSS South Quadrant plays into this. The deeply personal connection, the SMSC dimension, was something middle leaders recognised as telling and significant, something they were still grappling with as historians, but saw as valuable.

Understanding the SMSC dimension was something middle leaders hoped to learn more about and how to connect with, without compromising the integrity of the historical discipline. **This could be an area for further conversations with PSHE/pastoral colleagues, and with UCL Centre for Holocaust Education staff. It might be an area for future staff development or CPD opportunities?**

- In the service's primary centre, Ms Hainsby, referred to the various stimuli used to make the Holocaust relevant to her younger students: rights being taken away – how might they feel in their own context or lives? The hidden items in the milk churn – what was precious and important to them, what would they put into a time capsule? **Students were able to access and explore this history when they were able to explore connections and relevance to their own lives but also to realise the differences.**
- **The Beacon School programme's Poland residential has directly impacted Mr Cole's approach to site-related pedagogy** (and making site based pedagogy techniques applicable or transferable to his classroom context), whether in his innovative use of IWitness, layering of photographs and documentary sources or google earth.
- **Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials is a key area for ongoing development at CSS South Quadrant and middle leaders recognise the benefits of embedding such principles and authentic student led learning opportunities in other Schemes of Work and departments.**
- Looking at the Students itself, it is clear that teachers have good levels of subject knowledge and plan activities to use time in lessons productively. The best lessons reflect a desire to challenge students effectively and to offer differentiated support through scaffolding, whilst employing probing questioning to assess students' understanding and there is a clear rationale throughout.
- Good to see that, as a Beacon School, Mr Cole and colleagues have adapted the UCL Centre for Holocaust Education materials and enhanced them for the CSS South Quadrant context. This has principally focused on accessibility, differentiation, and scaffolding.
- As noted previously, students were able to accurately use a range of technical and historical vocabulary regards the Holocaust, the Second World War, and the rise of Hitler. This confident use of vocabulary was impressive and marks genuine progress in historical literacy – but it may be worth consideration to what extent we use perpetrator narratives in our teaching, learning and assessment. Perhaps this is itself a worthy learning conversation to have with students – what words, terms, euphemisms do we use? Likewise, this may relate to decisions and discussions regards imagery/ what sources or provenance and why does it matter?
- Learning is often active, participatory and physical. Such kinaesthetic teaching and learning draws on the sensory and elicits powerful learning memories in students.

- Whether recognised by HMD Trust and USC Shoah Foundation and featuring on their websites for their outstanding practice or specific Holocaust education projects; working with HET materials or welcoming their survivors; CSS South Quadrant has successfully embedded all of these teaching and learning opportunities and experiences with the distinctive pedagogy and principles of UCL: for example, disciplinary subject approaches, the use of oral history, personal stories, no graphic images, a focus on pre-war life and capturing sense of the void, independent thinking and – crucially – not seeking to pre-package meaning and ‘moral lessons’ for students.
- Mrs Barak and SMT note that through Beacon School status and Holocaust education, an expectation of challenge and critical thinking is flourishing across the service. *‘Any preconception of student’s abilities or labels are not to be found at CSS South Quadrant and there is no dumbing down. Instead we see opportunity and possibility’* – so they raise the expectation. **Quality teaching and learning follows and students themselves reported feeling they were being pushed and respected by being given this material and chance to learn about something so significant in a meaningful way.**
- CSS South Quadrant approach to Holocaust Education has helped improve teaching standards, raised pupil achievement and strengthened SMSC provision.

When asked on the 2013 application for UCL Beacon School status ‘What do you think your school will gain and what will it contribute as an UCL Beacon School in Holocaust education’, CSS South Quadrant’s response included:

‘All too often, educational institutions such as our own are not given the opportunity to celebrate and share our good practice with mainstream colleagues.’ This review finds, that whilst this perception and experience may indeed be the case, CSS South Quadrant **is not only offering good practice** in the field of Holocaust education, it **is leading the way in terms of challenging attitudes about PRUs**, all learners’ abilities and the right to quality, challenging and engaging Holocaust education.

CSS South Quadrant’s application went on: *‘We believe that our work in teaching the Holocaust is exemplary and that our experiences will enhance the work of the UCL Beacon School Project whilst celebrating the achievements of our vulnerable and complex learners’.* This review confirms that CSS South Quadrant’s Holocaust education work, its teaching and learning **is** indeed outstanding. CSS South Quadrant experiences **have** and will **continue** to inform, enhance and inspire the UCL Centre for Holocaust education and **absolutely CSS South Quadrant should be** celebrating the considerable achievements of its students in this staff innovative and quality work.

The difficulty in compiling this report, is to do justice to the depth and range of quality, innovative best practice in Holocaust education undertaken across the service!

*See also Mr Cole’s SWOT analysis.

3. The wellbeing, behaviour and safety of students

- This review concurs with the most recent Ofsted reports (2013) regards the behaviour and safety of students being rated 'good'.
- As noted previously, *'The school recognises that students' emotional and social well-being and their academic achievement are inseparable. As a result, it places as much importance on improvement in personal development as on academic achievement'* – and results show students make *'rapid progress in their personal development alongside their academic'*.
- It was evident throughout the review process that students did feel safe, that relationship building was key to the success of the personalised curriculum, which in turn led to behaviour for learning.
- Upon arrival at CSS South Quadrant there is a warm welcome and a sense of purpose.
- All safeguarding procedures for visitors are observed; students speak with confidence and are positive when engaging visitors. Students are aware of e-safety and staff model best practice amidst a strong pastoral and support system to ensure wellbeing.
- **There is a justifiable pride in the service from both students and staff. This was palpable with regards to Beacon School status from senior and subject leaders, and was known and respected among the students. It is clear that Beacon School status has been a priority, is a recognised award among the school community and is respected for its important contribution to service and community life. There is a clear commitment to developing this status at CSS South Quadrant and among their growing and much valued networks and partnerships.**
- Students today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust. Therefore we need to equip students with substantive, conceptual and disciplinary knowledge about the Holocaust, as well as the capacity for critical thinking in order to weigh truth claims made about this complex and traumatic past. Thus as part of wellbeing, behaviour and ensuring safety, CSS South Quadrant recognise the necessity to develop critical thinking, independent thinking in order to prevent radicalisation, denial, endangerment in all senses, and the need to promote positive values, provide counter narratives and reinforce both rights and responsibilities to self and others. Holocaust education can play a valuable role in this vital work and offer valuable learning opportunities to develop these life skills. In the PRU context this is highly recognised, and Beacon School related work has made a consideration contribution to these enriching and vital opportunities CSS South Quadrant learners engage in.
- Relationships between students and teachers are demonstrably strong and staff across the service build on this to ensure there is a high level of engagement. This in turn inculcates a climate or

culture for learning. Students' behaviour for learning, and indeed, behaviour around the school, is, based upon the review visit, good. This includes their ability to tolerate differences amongst their peers, which was clearly evident in comments made during the student interview.

- Emotional intelligence and literacy is recognised as important by SMT and middle leaders – and students too. **CSS South Quadrant understand that learning about such events can be profoundly disturbing. The Beacon School programme is credited by Mrs Barak and middle teachers as supporting young people as they deal with powerful and sometimes disorientating feelings, helping them to express themselves and to develop their emotional literacy.**
- Boosted learner confidence is a key contributor to personal growth, and students feeling valued (this is especially salient given students background and the context of this school) and trusted enough to meet survivors, tackle sensitivities and challenging complexity plays a part in boosting self-esteem and a sense of worth. It was clear the students did recognise the import of what they were doing and in some way it made them reflect and think differently about learning, the subject matters, themselves and others.
- CSS South Quadrant recognises and highly values the deeply spiritual, moral, social and cultural (SMSC) opportunities within Holocaust education. **Their SMSC provision are outstanding and it is clear from the review process that Beacon School status has further promoted deep, holistic reflection and learning opportunities, beyond substantive knowledge – in particular 'Being Human?' related opportunities contributed to student and staff understanding of this.** The conversations with both teachers and students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to CSS South Quadrant's development of reflective, thoughtful, mature, responsible and considerate students/adults *'able to leave as good citizens equipped for life'*.
- Mrs Barak and Mr Cole acknowledged that the Beacon School programme and its CPD opportunities had *'shone a light on SMSC'* and served to *'reinforced that all teachers are teachers of SMSC'*. Indeed, the Beacon School lead teacher has addressed the National Conference for PRUs as part of a 'Triangulating Ofsted' keynote speech; which focused on how **Beacon School status and its SMSC potential contributed to CSS South Quadrant being grade Outstanding in its most recent Ofsted inspection.**
- Duty of care is utmost in Mrs Barak and CSS South Quadrants mind – both as much for students' sense of well-being and value as their own as staff in a difficult and challenging work context. The safeguarding protocols and principles are implicit and explicit, and effective. E-safety, given the amount of highly effective ICT driven learning undertaken, is also very evident.
- **Given the vulnerable nature of some of the learners at CSS South Quadrant, attempts to increase students' ability to interrogate sources (not accept at face value), identify bias, think for themselves, develop criticality are of vital importance; key to safeguarding, their ability to engage in the world of work, not be at risk (in any sense), become active, responsible global citizens free from harm or exploitation.** This also helps with the Prevent duty, the FBV agenda and feeds into

aspects of PSHE, SMSC and wider holistic and personal development or social skills areas of the curriculum. CSS South Quadrants diagnostic soft data is revealing in this regard, and used well by the pastoral team and specialist staff.

- **The service recognises the role Beacon School status can/does play in its personal development, behaviour and welfare priorities**, as part of the CSS South Quadrant Development Plan 2016-17, specifically in terms of promoting a safe, tolerant and positive learning culture, where growth mindset/resilience and positive psychology approaches are maximised.

*See also Mr Cole's SWOT analysis.

4. The leadership and management

- The CSS South Quadrant service is led by a truly inspirational Headteacher in Mrs Barak, with outstanding senior and middle leaders. The service SMT have a clear vision and drive to move the school forward from its current position and Ofsted status, to ensure for all its learners the positive, quality and enriching learning experience and outcomes they deserve. In Mr Cole they have an experienced and innovative, committed teacher, determined to build upon its Beacon School status and provision. They also have the collegiality and support of colleagues across the service who have embraced the Beacon School programme. Together these leaders have taken the service as a whole on the Beacon School journey – it is an immense team effort.
- There is a clear sense of a forward looking educational vision for the students and schools that comes from the Head of the Service, Mrs Barak. She and her SMT recognise the important contribution Holocaust education can make to school life, as evidenced by a very thorough and innovative School Development plan.
- This is a very forward looking school, whose commendable and empowering vision for its learners, is led from the top, but embodied by all staff to such an extent it infuses all aspects of CSS South Quadrant’s identity and values.
- The PRU character of the school gives its leadership a potent and profound sense of mission: that Holocaust education and being a Beacon School was part of the commitment to their being a place of enrichment, and re-engagement with learning for all; where rich quality learning opportunities and experiences are valued in and of themselves.
- The service clearly sees Beacon School status as contributing to the SMSC agenda and its values and there is no doubting the SMT commitment to sustaining and developing this programme, supporting Mr Cole (Lead Teacher) and this work moving forward.
- The school development plan is very thorough! It evaluates all aspects of the school but features prominently the contribution and areas of development for its Beacon School status. The service ‘knows itself well’, as Ofsted 2013 noted. Ofsted stated that ‘Self-evaluation is accurate and reflected directly in improvement plans’. **Throughout the review process Mrs Barak and staff across the service’s self-evaluation was borne out in work scrutiny, confirmed by student voice, collaborated by staff independently in other parts of the service – and this is as much reflected in their comments regards impact and experience of Holocaust education and its Beacon School status as it was wider educational issues.** Self-evaluation at SMT level and personal professional reflective practice is another CSS South Quadrant strength. All this adds to the culture and climate of continual and shared ‘learning’ among teachers and students alike.
- **The significant contribution CSS South Quadrant are making to challenging notions of in what circumstances and with what type of learner outstanding Holocaust education can take place is**

beginning to be realised within and across the service, and externally recognised. It is hoped this review will further endorse their right and entitlement based ethos, and champion this expertise in Holocaust education practice.

- The CSS South Quadrant SMT are rightly proud of the work and progress undertaken to date regards its Beacon School status. They speak with conviction and authority of the students having seen a 'step up' in such works profile and significance, and students are aware of the Beacon School status and the seriousness with which this programme is being taken. The fact is it valued by all was confirmed in the several opportunities to converse with students, wider support staff across the service, not just teachers, during the review visit. The staff in the kitchen spoke with passion and enthusiasm of their being involved in providing Jewish dishes during HMD, and in other community and cultural events; the site managers talked with pride about the services Holocaust education work. **Students know their school is a Beacon School for Holocaust education and could articulate its importance in ways that reflected the previously discussed vision and mission of SLT; often talking about questioning how it could happen, the dignity of the human person, what it meant for them as people, its relevance today regards refugees and for preventing such atrocities in the future. Students were informed, spoke with passion, and with a genuine sense that such was meaningful, important subject matter made accessible and relevant to them.**
- Mr Cole, as Lead Teacher, has been mentored by the UCL Centre for Holocaust Educations' Emma O'Brien. It is clear his passion and enthusiasm for teaching and learning has driven this project – and yet, the success of this CSS South Quadrant review is to be found in his ability to ensure SMT support and to galvanise a spirit of collegiality and community drive behind the Beacon School shared endeavour. People have become immersed in the work, empowered by the CPD that Mr Cole and UCL have provided. Teachers and staff have used the stimulus and guidance Mr Cole offers as lead teacher, and made it their own; relevant to their subjects and roles in school, suitable for the individual needs of their learners – they have flown with the wings of encouragement, support, materials, suggested resources he has given them; collectively they have achieved more than the sum of their parts. They epitomise the principle that Beacon School status lies with the school, not the individual lead teacher, and yet, what a lead teacher you have! With his impetus and Beacon School leadership, a climate of shared professional learning and reflection, innovation and development has been possible. **Indeed, testimony to that success is that should Mr Cole leave CSS South Quadrant there would be others who could take on the mantle and continue the journey. He has secured a legacy for the work, along with the SMT who have ensured Holocaust education is '...part of what we do' and not a bolt on.**
- The review found reaffirmation across the service of the 2013 finding that 'The success of leadership and management is underpinned by the staff's faith and confidence in the schools outstanding headteacher.' The UCL Centre for Holocaust education can be confident that CSS South Quadrant are committed to upholding Beacon School status and championing this work as its leadership truly provide, as Ofsted 2013 noted, 'the common commitment to providing the best for students'.

- **Whilst Mr Cole has undoubtedly led the way in the development and delivery of the Students and championed Holocaust education provision and pedagogy among staff as Lead Teacher, it was acknowledged throughout the review that senior leaders had facilitated that, supported him, enabled and empowered him to lead.** There was a prevailing feeling that CSS South Quadrant recognised their work to date, but the work still to do; that Beacon School status was *‘a learning journey and partnership’*.
- Mr Cole noted throughout the review process, and indeed in the Beacon School application in 2013, that the *‘Headteacher has fully supported this work in Holocaust education...in terms of allocation of curriculum time and through providing the necessary human and financial resources to ensure it is a success’*.
- In 2013 Ofsted reported that *‘The targets set for teachers’ link closely with students’ achievement and their own professional development’*. It is confirmed and notable then, that Mr Cole had a TLR3 (Teaching or Leadership Responsibility) for the initial year of his Holocaust education work as Lead Teacher of CSS South Quadrant’s UCL Beacon School status.
- The success of Holocaust education provision at CSS South Quadrant is testimony to the best in respectful working relationships and meaningful communication between SLT and middle leaders.

*See also Mr Cole’s SWOT analysis.

5. Commitment to CPD and networks

Upon Beacon School application in 2013, prospective lead teacher Mr Cole, was then the only teacher at CSS South Quadrant with specialist CPD or training for Holocaust education. In the application for Beacon School status Mr Cole notes that whilst no other teaching staff have attended UCL CPD courses in Holocaust education, *'arrangements are being made'*... Indeed they were!

- **The CSS South Quadrant commitment to CPD has been outstanding. Few, schools, in any sector, can boast at least 80% of their current staff have participated in specialist training regards Holocaust education.**

This investment in equipping staff to successfully and appropriately tackle and address this complex history and subject matter, combined with the variety of individual needs within the service's learning community, is exceptional. It demonstrates the importance the service affords the subject matter and what can be achieved; it speaks to the broader educational, teaching and learning value and impact they recognise and champion.

The Centre's Emma O'Brien (Mr Cole's UCL mentor) commented: *'The unbounded enthusiasm and dedication demonstrated by Tony Cole for ensuring all learners have an opportunity to learn about the Holocaust has been admirable. During the year long programme Mr Cole successfully partnered the Centre in hosting the CPD day 'Unpacking the Holocaust' for his local network on 20 November 2013 and on 4 March 2014 he went on to provide an additional day of continuing professional development for colleagues from a range of schools. The day Mr Cole organised comprised testimony from a Holocaust survivor, guest speakers from Imperial War Museums London and The Holocaust Educational Trust, as well as his sharing of newly created resources developed in light of the Beacon School site visit to Poland in October 2013.'*

Emma O'Brien from UCL goes on *'Mr Cole has gone on to progress his work in Holocaust education since the conclusion of the programme, continuing to partner the Centre in hosting CPD days, speaking at subsequent Beacon School residential programmes and working with Centre colleagues to devise a new resource 'I wonder where I'll be tomorrow'.*

As noted previously, Mrs Barack commented that as a senior leader and manager *'the real value of Beacon School involvement, the CPD and status is the methodology, pedagogy, return to reflecting on teaching and learning'* as such she recognises and values the wider educational contribution the training and approach offers her school/service. She also considered the UCL Centre for Holocaust education delivery of CPD, pedagogy and approach as *'the biggest surprise'* and biggest impact throughout their Beacon School engagement and journey.

- CSS South Quadrant teacher feedback during the review visit regards their experience of UCL Centre for Holocaust Education Core CPD included colleagues from Food Technology, Art, Science, PE and the Head of the Service. Comments included:
 - ***'So different from the usual training you get... Really rich and nice to have things backed up with evidence and research so you knew what you were doing would be effective.'***
 - ***'Its approach to pedagogy made me think back to what education is, could or should be about...and why I came into teaching.'***



- *'The best training experience I have had in teaching.'*
 - *'Before the training, for Science and the Holocaust I wouldn't have thought much beyond eugenics and a bit of research on the web...it wouldn't be thought-through, even if I thought it was at the time...but **the CPD completely changed what I think and what I do.**'*
 - *'Really useful presentation of pedagogy.'*
 - *'...you think you know about the Holocaust – but you really don't. The UCL day was really powerful as it made me reflect on what I knew, how I knew it and whether it was secure or meaningful knowledge...It also made me think about understanding that knowledge and whether knowing something was enough – for me and my learners – does that make sense? It really was a great learning day.'*
 - *'I enjoyed it – but I am not sure if it's okay to say you "enjoy" anything Holocaust related'.*
 - *'The CPD, combined with the haunting testimonies has been really useful to me personally and professionally.'*
 - *'I was personally interested and fascinated but did I really need CPD for PE? ...It was great.'*
 - *'The CPD really inspired me...was as much about quality teaching and learning and generic sound education pedagogy as it was about the specifics of Holocaust education.'*
 - *'Those delivering the CPD or facilitating the training were professional, informed, and personable and made it relevant... they really treated me as a teaching professional and didn't label me as just a PRU teacher.'*
 - *Got involved in the Beacon School work and its really engaged and inspired me and the students...Its interesting CPD and now in lessons; its intriguing knowledge, makes you want to learn or understand more, is a real hook and it's been great learning with colleagues and the kids'.*
 - *'Was cynical about its relevance to me, it could have been a bit niche and not relevant...and I was a bit apprehensive – but what a brilliant day.'*
 - *'It was powerful and made me reflect on all of my teaching practice... it led me to think differently about critical thinking, independent learning within all my teaching... but as I'm not a historian, it also gave me the confidence to tackle the Holocaust in my own subject area.'*
- Clear commitment by SMT and Lead Teacher for ongoing UCL Centre for Holocaust Education partnership and CPD input (both internally and for external network schools).
 - Mr Cole has been able to provide internal or external CPD support for primary or other colleagues across the service. This has been key to uniting the service in their Beacon School status and involving everyone on this journey. Head of Primary Ms Hainsby noted it was nice to be involved in that opportunity and to have some CPD input as a 'whole service'. Ms Hainsby, like so many other staff encountered during the review day, talked of having 'enjoyed', 'really enjoying' the CPD and then quickly apologised, clarified or asked whether 'enjoy' was the right word or inappropriate.

- The CSS South Quadrant Development Plan commits to the strengthening of networks.
- Upon application CSS South Quadrant were already part of a cluster network of secondary schools in South Essex – the Behaviour and Attendance Partnership (BAP), a network of schools developed through coaching and outreach, and through the delivery of training for NQT/GTP within the region. But in three years, CSS South Quadrant have significantly developed this network. Today they have partnered and forged connections with Lincewood Primary School, Southend Borough Council (Healthy Schools Advisor) and beyond – **CSS South Quadrant have truly taken the Beacon School brief and ‘run with it’ to forge connections, innovative opportunities and partnerships across educational sectors, subject divides and the community.**
- Both Mr Cole and Mrs Barak committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2016-17; dates to be calendared by Mr Cole and SMT in liaison with Emma O’Brien.
- In addition to the CPD networking, Mr Cole and CSS South Quadrant are committed to wider outreach and have facilitated a survivor visit and Holocaust education opportunities into HMP and YOI Chelmsford.

So much quality and commendable work has been achieved to date, but can be developed and built upon in the future to the benefit of CSS South Quadrant learners, teachers and UCL and other partners.

*See also Mr Cole’s SWOT analysis.

Phase 4: Summary reflections of quality mark visit

As a result of these activities the reviewer would like to report

What Went Well:

- Beacon School status plays a part in securing 'Outstanding' Ofsted regards the SMSC provision and quality of its teaching and learning, and outcomes, for learners.
- Strong and supportive leadership from the Head of the Service, Mrs Barak, through SMT and Mr Cole as Lead Teacher has been critical – they are very positive, supportive, and convinced of the importance of Beacon School status; committed to high quality Holocaust education provision; and have given it the developmental and curriculum time necessary, including staff access to UCL Centre for Holocaust Education CPD. It is rare to see such outstanding leadership articulate the potential and need for Holocaust education so powerfully. The trust between SLT and middle leadership is obvious and communication and support outstanding. Whilst Mr Cole has worked tirelessly since 2013 and made the changes and developed this work across the school, he is first to acknowledge this has been achieved on the back of SMT support: they set the tone in backing the Beacon School programme application and that is what makes the programme a success and so impactful. They have made the status meaningful and not superficial; they have understood the educational benefits and the moral imperative and recognised its contribution to school improvement, staff development and student outcomes. Together Mr Cole's passion and SMT commitment has enthused the whole staff and as an entire service, have worked as a team to create something unique and very special at CSS South Quadrant.
- Beacon School status has helped raise the profile of disadvantaged learners, to challenge perceptions of PRUs by enabling CSS South Quadrant to demonstrate its quality work, teaching and learning.
- The status and successful re-designation as a Beacon School can be seen as part of the CSS South Quadrant approach to ensuring quality outcomes and experiences for all its learners – they have provided an alternative accreditation, opportunity and enrichment for Holocaust education – that is not only providing outstanding provision and teaching in learning about the Holocaust within a PRU context, but is among the few schools, irrespective of 'type', mainstream or otherwise, to demonstrate outstanding research-informed teaching and learning about the Holocaust.
- Beacon School status has stimulated the whole school/service and been a catalyst for 'coming together' – wide ranging CPD opportunities, shared focus and experience; the outstanding outcomes for learners are as a result of a 'team effort'.
- CSS South Quadrant have ensured the Beacon School model is relevant to their individual learners and applicable to their specific context by developing a truly cross-curricular model that enables access. The service has ensured access for all through its highly personalised and flexible curriculum, with its outdoor learning provision offering a rich Holocaust learning experience (for



example in Science, and 'Don't Stand By'/resistance HMD related work exploring medicinal properties within woodlands – Bielski brothers/partisans). The whole school, indeed whole service approach, has been widely recognised as a significant strength and an exemplar of best practice; underpinned by so high a proportion of staff in the service having the confidence and skills to contribute well, due to having had specialist CPD via UCL's Centre for Holocaust Education.

- CSS South Quadrant have found their Beacon School to be important of itself, but recognised its opportunities to serve other whole school, educational policy agendas: SMSC, Global Learning, FBV, citizenship, healthy schools and Prevent. Together this work serves to enhance and enrich the students' personalised curriculum, sense of self, personal development, well-being and safety.
- CSS South Quadrant's Beacon School work undoubtedly contributes to the developing learners' emotional literacy.
- Beacon School status has brought with it local, national and international recognition and opportunities for the service. In turn this recognition has led to opportunities for sharing their practice and to contribute to policy discussion and national agendas. It has also facilitated student enrichment opportunities such as appearances on/contributions to local radio broadcasts. The latter has immense power, both in terms of recognising the students work, knowledge, understanding and opinions, but also their self-esteem and confidence. Similarly, CSS South Quadrant's Beacon School work has been highlighted in the UCL Centre for Holocaust education publicity and pathway brochure, and Mr Cole represented the UCL Centre and its Beacon School programme at the 9th International Conference on Holocaust Education at Yad Vashem, Israel, 2014.
- The quality of art work on display is incredible; rich, diverse and hugely powerful pieces; including some compelling Holocaust-inspired works. In March 2015 a CSS South Quadrant student won a national art competition, organised by the Six Point Foundation. Artwork projects from various HMD inspired themes have been showcased on the HMD website.
- The Holocaust education work undertaken at CSS South Quadrant is underpinned by UCL Centre for Holocaust methodology and this has resulted in noticeable increased student engagement. Students and staff are interested, motivated and enthused by the approach and subject matter.
- The outreach of CSS South Quadrant and its Beacon School status is exemplary, in the first instance by being embedded across the service, including primary, but – more significantly – in its wider engagement and networking opportunities to local primary and secondary schools; its work in hospitals and libraries; its engagement with Southend Borough Council. CSS South Quadrant has taken the Beacon School brief to establish itself as a dynamic hub within school networks, to be a models of how teaching and learning about the Holocaust can make a major contribution to young peoples' education: and then 'run with it'. CSS South Quadrant's proactive approach has ensured its impact on the schools and local community and the profile of quality Holocaust

education experiences and CPD opportunity has been profoundly changed. A huge success.

- The CSS South Quadrant commitment to CPD has been outstanding. Few, if any schools, in any sector, can boast that at least 80% of their current staff have participated in specialist training regards Holocaust Education. This opportunity has been embraced and appreciated by those across the service.
- CSS South Quadrant have successfully ensured that their work with the Holocaust Memorial Day Trust is adapted to or reflective of the UCL Centre for Holocaust Education's pedagogy and methods. Likewise, when working with other organisations in the field – the UCL principles are embedded and underpin all the work undertaken, whether with iWitness, the USC Shoah Foundation, the Holocaust Education Trust or IWM. The successful combinations are testimony to what is possible with so significant a staff cohort being trained and fully embracing of the UCL approach and methodology; that even when using an alternative resource or engaged in a specific project they are able to draw on key principles to deliver quality, research-informed learning experiences for their young people. CSS South Quadrant has been particularly successful in merging the UCL methodology, materials and practice to the HMD annual themes as an engaging entry point for its learners and as providing a focus for their work in January each year.
- Beacon School status secured as priority in the School Development Plan for 2016-17 onwards; including commitment to ongoing investment in staff development in this area in partnership with UCL Centre for Holocaust Education.
- Ethos, values, SMSC: Beacon School status revealed as significantly contributing to CSS South Quadrant mission, behaviour and attitudes, ensuring all staff provide opportunities for the development of the whole person.
- Risk taking, innovative climate among teachers: a real sense of willingness to be creative, try something new, based on evidence or stimulus an openness to explore, to reflect and refine. A core of staff willingly open to new ideas, to develop skills and practice – an emerging critical mass that can more teaching and learning, pedagogy and practice forward.
- Power of personal stories and testimony reinforced and appreciated. Survivor visit and engagement with the Kleinman's has been a valuable experience and enriching opportunity for staff and students alike.
- Reflective practitioners/CPD, 'open conversations', opportunities for collaboration.
- Impressive and expanding network opportunities (schools/cross phase and sector, hospitals, public libraries, Southend Borough Council etc).
- Duty of care and the Prevent strategy: Beacon School status contributes to the CSS South Quadrant wider attempts to respond to and engage in wider debates about extremism,



radicalisation, genocide, human rights etc.

- Fabulous use of technology for learning; IWitness, laptop research, google earth/maps – interactive engagement and opportunities for learners to discover for themselves and take ownership of their learning.
- A quality Holocaust education students is in place, and constantly evolving and refining – it has been the impetus for wider teaching and learning conversations.
- Use of questioning – evidence of range of strategies and types of questioning evident in teacher and student review meetings.
- Strong and developing body of staff with substantive specialist subject knowledge and skills – need to build on this and share. Clear evidence of staff subject knowledge, enthusiasm and passion.
- Pupil engagement is highly impressive.
- Middle leaders have a clear understanding of the impact of teaching and learning initiatives and strategies and are reflective practitioners focused on ensuring best outcomes for all learners and determined to have highest expectations for all. Those middle leaders met during the review process had informed understanding of their data, students, strengths and weaknesses in provision and judgements about the impact of Beacon School status was evidence/experience based and triangulated with work scrutiny and student voice.
- Partnership with UCL Centre for Holocaust Education in its role as mentor and critical friend has been extremely rewarding, positive and productive.
- Learning is often active, participatory and physical. Such kinaesthetic teaching and learning draws on the sensory and elicits powerful learning memories in students.
- Increased engagement with research, pedagogy and classroom practice – staff spoke of a re-engagement with teaching and learning, true thinking about purpose of education via the Beacon School programme.
- Innovation in materials, practice and outreach: Lead Teacher Tony Cole has co-authored (with UCLs Darius Jackson) and continues to develop a new resource – ‘I wonder where I will be tomorrow’. This has been piloted in Langdon Hills, Lincewood Primary and at Westcliff on Sea (June 2016) and continues to receive positive feedback, to evolve and be refined.



Even Better If..... The following agreed actions are suggested opportunities for consideration/areas for possible development in order to further enhance and improve provision and outcomes:

- In order to further substantive knowledge, confidence, skills and reflective practice, consider application for FREE MA 'Holocaust and the Curriculum' module for Lead Teacher and/or others who have engaged in UCL Centre for Holocaust Education CPD opportunities.
- Look to develop or consider developing a benchmarking of student's substantive knowledge and understanding (short pre and post survey: 10 questions in History or within a series of lesson focusing on Holocaust work). This could draw upon the key findings and recommendations of the new UCL research briefings; would support the very strong tracking and monitoring of student personal development. This could serve to help share lesson content and be useful in the personalising of the curriculum, and address perceived barriers regarding learners varying points of entry. It could be a short interactive, multiple choice survey or questionnaire that could act as a student voice indicator, be attitudinal (not formalised written assessment piece that would not necessarily be fitting or necessary for your learners or context). Perhaps a trial or pilot?
- Ensure Beacon School status is secured as a priority moving forward in CSS South Quadrant Improvement Plan beyond 2017 – protect development and reflection time, embed and share best practice.
- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust within your professional development calendar – running another CPD day for you/your hub/network to ensure emergence of a critical mass across a department or departments. This could also be whole staff provision, or twilights.
- Maintain inclusion of Holocaust education Beacon School status in Lead Teacher Appraisal or Performance Management. This could be a formal identified target, or minimally a standing agenda item for discussion at the appraisal meeting and review.
- Challenge: students and staff report that Beacon School status had enhanced student challenge and that this was embraced. Students spoke of need to '*rise to the challenge*' of the Holocaust's complexity. Here is an opportunity to develop and embed challenge across the school in innovative ways that engage rather than turn off learners (help to build resilience, growth mindset, F.A.I.L [first attempt in learning] approaches across the school)?
- Consider succession planning. Beacon school status resides with the school, not the lead teacher, so it is essential to ensure that the principles and opportunities are shared widely to ensure, should Mr Cole leave, CSS South Quadrant will have a group or individual ready to step up and continue this work. Being mindful of all schools' risk in changes to personnel (national issues regarding recruitment and retention) could be crucial to sustaining and further developing the outstanding Holocaust education provision and opportunity at CSS South Quadrant.

- Engage in or explore the research and opportunities of the UCL Centre for Holocaust Education, piloting new materials or contribute to research engagement.
- Enhance your existing local context/capitalise on opportunities, using your 'I wonder where I will be tomorrow' resource at KS3-4 may be interesting to trial, adapt but again reinforce the local personal stories.
- Consider language and source choices carefully: reflect upon the use of perpetrator narratives in teaching, learning and assessment. Perhaps a worthy learning conversation – what words, terms, euphemisms do we use? This ties very much to SLT concerns regard the power of words and language across the school – so could be a useful area for further development? Likewise, this may relate to decisions and discussions regards imagery/ what sources or provenance and why does it matter?
- Possibility of parental or community engagement, small scale family learning, or survivor event? Parents ought to know of your 'Beacon School' status.
- Governor/s to up skill in relation to Holocaust Education which will enable them to challenge as well as support the school in this important area of its work (possibly a link governor/Humanities governor)?
- Potential for further use of questioning as valuable assessment opportunity and source of challenge; questions generated by students or staff – maximise the emerging good practice.

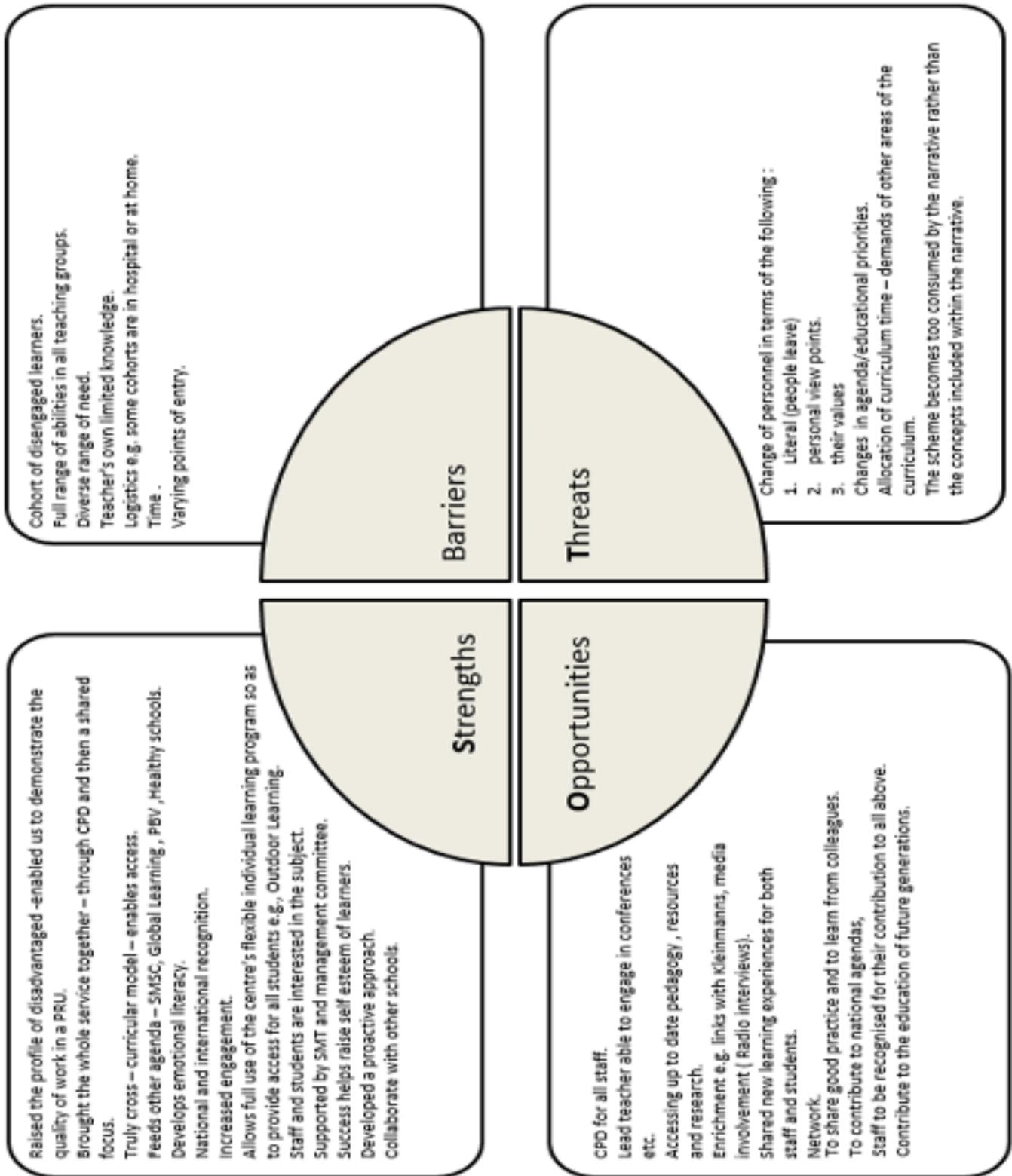
If not yet Beacon School ready and accreditation was not yet possible, the following agreed actions are suggested in order to improve provision / outcomes:

Not applicable, as CSS South Quadrant achieved accreditation.

*See EBIs for suggested areas of ongoing development.



SWOT analysis: CSS South Quadrant changed the ‘weakness’ to ‘barriers’ – hence SBOT analysis



Beacon School Accreditation summary;

In light of a successful Beacon School year, for participating fully in all required elements of the programme and in response to a highly impressive review visit, the UCL Centre for Holocaust Education are delighted to award our Quality Mark and extend CSS South Quadrant designation as a Beacon School for Holocaust education from 2016-2020.

*Renewal of Beacon School status can be again sought within the 2019-2020 academic year. A calendared visit should be arranged to coincide with the teaching of the Holocaust Students.

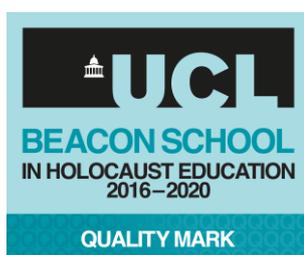
Reviewer: Nicola Wetherall**Reviewer's signature:**

Comment: When applying for UCL Beacon School status in 2013 CSS South Quadrant stated: *'All too often, educational institutions such as our own are not given the opportunity to celebrate and share our good practice with mainstream colleagues.'* This review found that CSS South Quadrant **is not only offering good practice** in the field of Holocaust education, it **is leading the way in terms of challenging attitudes about PRUs**, all learners' abilities and right to, quality, challenging and engaging Holocaust education. It was a personal privilege and professional pleasure to visit CSS South Quadrant. Your Holocaust education work, its teaching and learning **is** outstanding. CSS South Quadrant experiences **have** and will **continue** to inform, enhance and inspire the UCL Centre for Holocaust education and **absolutely CSS South Quadrant should be** celebrating the considerable achievements of its students in this staff innovative and quality work.

Date: 15 October 2016**Programme Director:** Paul Salmons**Programme Director's signature:**

Comment: We are delighted to award CSS South Quadrant with the UCL Centre for Holocaust Education 'Quality Mark' and re-designate your Beacon School status for a further three years. We congratulate Mr Cole, Mrs Barak, the wider staff and student body for embracing this programme, giving it the status, time and support necessary to ensure the highly impressive impact to date. We value this opportunity to continue our partnership with you and relish working with your network to ensure quality provision and experience of Holocaust education for all learners. We will be keen to hear more of the action points, opportunities and impact of this Beacon School work and look forward to the next three years.

Executive Director: Professor Stuart Foster**Executive Director signature:**



Appendix: Examples of CSS South Quadrant learners' outcomes (academic & holistic learning experiences)

