

UCL Beacon School Programme



QUALITY MARK AND REDESIGNATION REVIEW WRITTEN REPORT

SCHOOL NAME	The Bishop Challoner Catholic Federation of Schools
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DATE OF LAST OFSTED INSPECTION AND GRADE	Girls School: 1-2 April 2014, graded 1, OUTSTANDING Boys School: 1-2 April 2014, graded 2, GOOD The Federated schools were inspected in the same period, by separate Ofsted inspection teams.
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	12 July 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 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 board and balanced curriculum and to broader educational values such as SMSC; Global Learning; active, democratic citizenship; and pupils' 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 awarding 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 / 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 T&L in your 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 best practice, acknowledging the important and innovative work undertaken in Beacon Schools, provide meaningful external verification and support both the school and UCL in continuing its 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 want to know why and how a programme works, not just *if* it does.

**School overview:**

- The Bishop Challoner Catholic Federation of Schools is an average sized London secondary school.
- It is part of a federation with an 11-16 boys' school on the same site.
- Each school has its own head of school, with an Executive Principal having an overview of both.
- The schools share a governing body.
- The proportion of students known to be eligible for the pupil premium is very high, virtually twice the national average figure (Free school meals, LAC and those students with a parent in the armed service)
- Approximately one in four students is of White British backgrounds. There is a high proportion of students from minority ethnic backgrounds, the largest being Black British African.
- The proportion of disabled students and those with special educational needs (formerly SA) is below average, the proportion of students (boys school) supported by school action plus or through a statement of special educational needs is above average.

The Boys' School – updated development points from most recent Ofsted inspection (2014):

- Continue to ensure that progress in science is as fast as in English and mathematics
- Ensure that marking and assessment provides students with clear guidance on how to improve their work
- Recognise new talented staff to ensure that students' achievement moves to outstanding

The Girls' School - updated development points from most recent Ofsted inspection (2014):

- Provide clear written feedback on students' work that clearly explains what has been done well, what needs to be improved and how this is to be achieved
- Check that students provide appropriate responses to written feedback they receive

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

NA as 12 July 2016 was The Bishop Challoner Catholic Federation 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 1 day UCL CPD course?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has school hosted 1 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 scheme of work 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 scheme of work been shared with at least 5 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:

NA as The Bishop Challoner Catholic Federation of Schools met the expectations.

Phase 2;

The UCL Quality Mark reviewer undertook the following activities:

Prior to visit -

- Copies of The Bishop Challoner Catholic Federation Improvement plan, most recent Ofsted reports, Scheme of Work and original Beacon School application documents were requested, collated and reviewed.

During re-designation visit -

- A tour of the school – with two Yr12 students
- Meeting with SLT links – Nick Soar (Executive Principal) and Chatelle Easmon-Johnson (Head of the Girls school)
- Meeting with Lead Teacher – Jaya Carrier (Head of Humanities)
- Work scrutiny
- Meeting with staff – Sharon Jarvis (Head of RE), Rebecca Hayward (History Teacher), Onor Crummay (Head of History) and Laura Summers (Head of Sociology)
- Video
- Student panel – with 10 Year 9 students, both girls and boys, across ability range
- Visit debrief – with Nick Soar (Executive Principal) and Jaya Carrier (Head of Humanities)

*It should be noted teaching about the Holocaust was not observed on this occasion owing to the timing of the visit (the Scheme of Work was piloted earlier in the school year, prior to re-designation/Quality Mark process being launched). 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 throughout the year and are confident of its quality. The school would welcome and are open to UCL colleagues visiting to observe the Scheme of Work taught more formally or from a coaching/developmental perspective next year.

After visit -

- Clarification was sought, via email, on details for the report
- Reviewer received copy of The Bishop Challoner Catholic Federation short film regards Holocaust education and Beacon School status, and a photograph file of the Holocaust education display board, copies of work scrutiny work were made and the assessment framework for the Scheme of Work provided

Phase 3;

Review visit findings -

1. Assessment, Achievement and outcomes for pupils:

Both Mr Soar and Ms Carrier recognise achievements and outcomes for learners are both cognitive and affective, and acknowledge this may be especially true of the Holocaust education learning experience. Currently the tracking and monitoring of progress or impact of the Beacon School programme is limited, but it is clear that this is evolving. Ms Carrier has identified the need for baseline data (in whatever form or context) or tracking of impact and outcomes and this is an action point following this review.

Despite this tracking gap, there is evidence of achievement and progress garnered from this review.

- Ms Carrier and Ms Crummay (Head of History) report that students' Holocaust assessments (identifying and addressing prevailing myths and misconceptions) were at least 1 sub level up on their other Yr9 History assessments, and in many cases significantly so. *'We definitely found that lots of students have engaged with the Holocaust assessment really well – some who were pleasant surprises! The idea of getting them to critically examine generalisations, ensure they have evidence to challenge them, and make more nuanced was really great for lower attaining students as it gave them a sense of empowerment. They enjoyed the highlighting and inference making (as it was well scaffolded) and it boosted learner confidence for many as they felt they were 'experts' who were able to challenge generalisations and misconceptions.'*
- Work scrutiny undertaken in the review process clearly demonstrated progress made by a range of learners and targeted/vulnerable groups. The 'attainment gap' in some books confirmed that students were engaging and achieving differently in their Holocaust lessons and throughout the Scheme of Work. The standard of Holocaust explanations, use of precise terminology, language and detailed class and assessed work was of a higher quality when compared to previous or subsequent Schemes of Work.
- It was clear from discussions with Ms Carrier and middle leaders that Beacon School status has been the catalyst for powerful teaching and learning, pedagogic conversations among staff and that as a consequence of that, and with working with UCL's Tom Haward, staff are grappling with idea vigorous and reliable assessment need not simply be an essay or test. The review demonstrated Beacon School status has stimulated or provided space and opportunities for pedagogic and assessment conversations among staff that can only be beneficial to the future development of assessment and achievement at The Bishop Challoner Catholic Federation.
- During the review work scrutiny and conversations with students, it was evident they were aware of what had been done well in regards to their Holocaust work. This was especially pleasing/noteworthy given the 2014 Ofsted inspections of both schools indicated that – to varying degrees – both marking and feedback were stated as areas for the School(s) to develop further. Written feedback clearly identified what needs to be improved, often with very effective use of questioning. Students DIT responses indicated they were aware how progress was to be achieved. Whilst the depth and detail of student's responses to the written responses they received varied, it was clear progress was being made with the powerful questioning by staff in that feedback proving a powerful diagnostic and assessment tool. In talking to students and from work scrutiny it is clear that students are aware of their own learning, their targets, how to progress and why that learning is relevant or meaningful.

Students reported that whilst some feedback was more detailed or useful than others, marking and feedback did offer them clear guidance on how to improve their work, with one Yr9 boy interestingly commenting that they felt a *'duty'* or more of a moral obligation to improve their work on Holocaust than they did for other topics or subjects.

- There is a prevailing climate of reflective practice for the benefit of all learners and their outcomes – and this was notable in discussions regarding the pilot Scheme of Work and assessment. Ms Carrier and middle leaders have a clear sense of what worked well and why, but equally can identify areas for improvement. Ms Carrier acted upon feedback from her mentor at the Centre, but was also able to identify other amendments or areas for development that directly responded to the needs of targeted groups and vulnerable students; whether issues of access, literacy, EAL and other differentiation factors. Experience of the programme was driving the development of the Scheme of Work and there was a commitment to trial and error – a willingness to innovate, reflect and embed what works. Middle leaders were not risk adverse, but instead committed to an evidence-informed creative pedagogy responsive to their student's needs in order to secure best outcomes. Much of this was predicated upon strong teacher student relationships and staff knowing their data and how best engage their learners.
- Ms Carrier and middle leaders recognised that SLT have supported reflection, discussion and planning time for the Scheme of Work and assessment – teachers are often *'time poor'* but at The Bishop Challoner Catholic Federation teachers have real confidence to ask for that time and that SLT will support it. Teachers independently spoke of the pleasure of having *'had the time and have time valued'* and all felt this had been vital to Beacon School status being embedded and valued by staff across both schools.
- Student voice during the review reiterated that powerful learning about the Holocaust had taken place. Most students identified how their learning had progressed and uniformly 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 regarding the Holocaust, WW2 and the rise of Hitler. This confident use was impressive – 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? This ties very much to SLT concerns regarding 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 regarding imagery/ what sources or provenance and why does it matter?

*See also Ms Carrier's SWOT analysis.



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

- A passionate pursuit of outstanding quality teaching and learning lies at the heart of everything at The Bishop Challoner Catholic Federation, and this is acknowledged in the Ofsted inspections of 2014, and exemplified in the commitment to best practice in Holocaust education. Students in year 9 and 12 praised the quality of teaching regards the Holocaust and many specifically mentioned the passion, enthusiasm, or knowledge of their teachers. One year 9 girl said it was obvious her teacher *'cared about the Holocaust'* and whilst another commented that *'...my teacher knew a lot about this and didn't just give us the basics. We spoke about research and real people...there was a lot more detail and we knew it was important to her and to us...it didn't feel like just another topic'*.
- In the student panel, 7 of the 10 Year 9 students participating in the review discussion said the teaching methods or style of lessons was *'different from their other history lessons'*. Students commented that it wasn't textbook focused or *'...not just another handout'*, rather there was lots of discussion, questioning and individual stories. Students reported they were made think more and that they had enjoyed and engaged in the complexity; they had grappled and *'not found it easy'*, but recognised they had *'learned a lot'* and *'thought about things differently'*. Students consistently spoke of this topic being *'real'* and that the individual stories and images had made them realise the reality of the Holocaust and its impact. They talked of this being different from what they were used to and felt this approach to the Holocaust was *'better'*. This review recommends further consideration by Ms Carrier and colleagues of these student responses, for they may well provide insight for further development in teaching and learning.
- In a separate interview Ms Carrier pointed to something of what perhaps those students were speaking of when she commented upon the department thinking about some of their other delivery and Schemes of Work. The *'Global terrorism'* unit would benefit from some of the approaches and pedagogy that underpins UCL Beacon School Holocaust education – in a sense, Beacon School status, and the investment in CPD and reflective time has opened the door to re-evaluate existing practice, hone and refine. This may signal an opportunity to reflect on what is best practice and to further champion and apply this beyond Holocaust education where appropriate.
- 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 SLT, 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.
- 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'*; Ms Easmon-Johnson of the realisation that it was *'not just a fact, date, statistic, or keyword'* but rather the empowering opportunity it provided to *'inform and confront students and staff alike with worst, and indeed best, of humanity'*. The Bishop Challoner Catholic Federation has embedded the UCL Centre for Holocaust Educations pedagogical principles for Holocaust education. The 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. Broadening and embedding such skills and understanding across a range of subject areas and



Schemes of Work could support overall student achievement and challenge the progress gap in the future.

- Staff recognise the immense and unique contribution individual stories make in the teaching and learning of the Holocaust, and in particular, spoke of the power of direct personal survivor testimony – referring to the recent visit of Renee Salt. Ms Easmon-Johnson spoke of students being *‘silent, you could hear a pin drop...this was not teaching from a textbook, not another handout or resource, this was a living, breathing person...this was different’*. From work scrutiny undertaken and conversations with students, it was abundantly clear that students had found such learning profound, deep and revelatory; they had discovered something of themselves, their values and their identities in their studies of the Holocaust. The history Holocaust Scheme of Work – vital to Beacon School status – has been planned, piloted and assessed successfully and is driving reflection, innovation, and change. The refined/adapted Scheme of Work will be taught again in Year 9 in Spring 2017.
- The Scheme of Work includes; Leon, the timeline, ‘Being Human?’, resistance, ‘surviving survival/legacy’, ‘Unlocking antisemitism’ UCL Centre for Holocaust education materials. There is a clear rationale and a sense of purpose befitting of the school, cohort and its context.
- Ms Crummay spoke powerfully of the Beacon School status being instrumental in the History department’s focus on challenging myths and misconceptions regards chronology, place and importance of context. It had also problematized their wider curriculum mapping as to how best to place the Holocaust, within WW2, separate or distinct from, the rise of Hitler etc. This has moved departmental thinking on and continues to stimulate discussion, curriculum design, materials and planning regards thematic, skills and chronological balance.
- The power of stories was highlighted by Ms Crummay who 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 The Bishop Challoner Catholic Federation of Schools fed into this – students *‘felt a connection, a duty to do his story justice’* and were *‘shocked and angered by the treatment Leon received post war’*. That personal connection, something of 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 that, without compromising the integrity of the historical discipline. This could be an area for further conversations with RE and chaplaincy/pastoral colleagues, and with UCL Centre for Holocaust Education staff. It might be an area for future staff development or CPD opportunities
- Ms Carrier and middle leaders confirmed UCL Centre for Holocaust education training support and the Beacon School status had *‘provided food for thought for staff and led to a conscious reflection and series of pedagogy conversations’*. The importance of these ‘conversations’, cited repeatedly during the review, indicated Beacon School status was a powerful stimulus for school improvement discussion and change. Ms Carrier noted the *‘willingness and openness among departments and colleagues to at least begin conversations about this work and pedagogy...and in many cases this has led to collaboration and sharing best practice in innovative and exciting ways’*. Beacon School status has triggered opportunities otherwise not seized, considered or actioned.
- The Beacon School programme’s Poland residential has directly impacted Humanities team’s approach to site based pedagogy. Their recent Poland trip reflected this in changes to approaches

undertaken and more-deep thinking and discussion among colleagues continuing. Middle leaders reported this had further stimulated wider teaching and learning thinking and practice that would extend beyond Holocaust education.

- Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials is a key area for ongoing development at The Bishop Challoner Catholic Federation and middle leaders recognise the benefits of embedding such principles and authentic student led learning opportunities in other Schemes of Work and departments.
- Ms Jarvis talked of the impact of Beacon School status and CPD opportunities with the UCL Centre for Holocaust Education as being the impetus to reconfigure their KS3 Judaism work ensuring students had a rich understanding of Jewish belief, diversity and practice ahead of their encounter with the Holocaust. Conversations with History colleagues and attending the CPD had given opportunity for collaboration but also increased recognition of specific (?) disciplinary approaches, and that RE could contribute something different and complimentary to work undertaken in History. The Beacon School opportunity has significantly increased awareness of need to ensure students understand what richness and diversity, what tradition and history was lost in the Holocaust; the moral, ethical and philosophical questions that raised past and present. The focus on individual lives, communities and the power of stories has been a significant contribution to the teaching and learning and is impacting on wider RE practice.
- In Sociology, whilst not a Scheme of Work, the Holocaust is being drawn upon in form of case studies where appropriate to crime and deviance, complicity and questions of conformity. Ms Summers spoke of the power of case studies (referencing the 'Being Human' twilight session) and narratives to explore the social state and acts of genocide. This has impacted upon the way other topics and issues in the programme of study have been taught or could be; engagement in UCL CPD opportunities has sharpened reflective practice and enabled her to 'reconnect with teaching and learning in a way I haven't done since my PGCE'. This has led to increased focus upon equipping students with skills and opportunities for critical thinking, especially to identify bias, challenge assumptions and truth claims, and a conscious decision on her part to 'show or facilitate', rather than 'lead' the learning.
- Looking at the Scheme of Work 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, Ms Carrier and colleagues have adapted the UCL Centre for Holocaust Education materials and enhanced them for The Bishop Challoner Catholic Federation context. This has principally focused on accessibility and differentiation, chunking of activities and scaffolding. It is noticeable and fitting (given the geographical proximity) that further material on Leon have been added and thus maximising the local history context.
- Ms Carrier and Ms Crummay noted how useful the feedback on the initial Scheme of Work document by mentor Emma O'Brien was. It stimulated a productive refining and focus to their thinking – and that in having piloted the lessons, experience, wider reading and pupil outcomes had further developed the Scheme of Work.
- Ms Carrier did undertake learning walks throughout the teaching of the pilot Holocaust Scheme of Work and used pointers from these to inform discussion and further planning in departmental meetings. Ms Carrier found this to informal process to be useful and a driving factor in the Scheme

of Work's refining for next year, and ensured ongoing reflective practice alongside the Mentor feedback provided by UCL.

- Formative assessment, by way of Feedback in lessons is often supportive and constructive and there is some good practice in terms of the quality of feedback and 'feedforward' in exercise books. It is clear that The Bishop Challoner Catholic Federation of Schools new drive in this area, including its focus on the use of DIT (dedicated improvement time) is going some way towards standardising the quality of effective marking, with some excellent use of higher order questioning to deepen and probe both knowledge and understanding and providing challenge to all learners.
- As noted previously, 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 – 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? 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?
- The Bishop Challoner Catholic Federation of Schools has, in response to 2014 Ofsted inspections, recently focused on questioning techniques in class and best practice sees staff employ questioning as a highly effective assessment tool in marking and feedback. The Centre's foregrounding of questioning techniques, strategies and deep thinking about the types of questions we ask; making them meaningful, has been beneficial to all teachers involved and could support wider school best practice.

Whilst observation of teaching did not take place during the review visit, Tom Haward from the Centre did visit on 20 April 2016 to observe a History lesson with mixed ability Year 9 boys, using some of the materials and ideas being developed to address pre-war Jewish life. The focus of the activity, observed informally for developmental purposes, involved students grappling with a range of misconceptions and misunderstandings about the Holocaust so prevalent in society, as highlighted in 2015 student research by the Centre. Using evidence from previous lessons students were able to deconstruct those misunderstandings or myths. During the lesson *'high levels of critical thinking and engagement from students'* was noted. Tom Haward talked about the lesson afterwards with the teacher, identifying a number of areas that went well, and those which could be developed/enhanced in the future. He noted: *'The Bishop Challoner Catholic Federation of Schools is doing an excellent job at piloting innovative and meaningful approaches, not just concerned with teaching about the Holocaust, but about developing effecting pedagogical approaches across the curriculum'*.

Likewise, the Centre's Emma O'Brien, as Ms Carrier's (Lead Teacher) mentor visited the school on 3 March 2016 and was invited to informally observe and feedback on an 'Unlocking antisemitism' lesson.

*See also Ms Carrier's SWOT analysis.

3. The wellbeing, behaviour and safety of pupils:

- This review concurs with the boys' and girls' school's most recent Ofsted reports (2014) regards the behaviour and safety of students being rated outstanding. It was evident throughout the process that students feel safe, are happy and that they appreciate the highest expectations being set by their teachers and senior leaders.
- Upon arrival at The Bishop Challoner Catholic Federation of Schools there is a positive learning atmosphere and a sense that expectations are high. 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 chaplaincy system to ensure wellbeing.
- There is a justifiable pride in the school from both students and staff. This was palpable with regards to Beacon School status from senior and middle 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 school life. There is a clear commitment to developing this status at The Bishop Challoner Catholic Federation and among their networks and partnerships.
- Our 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, but also 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, The Bishop Challoner Catholic Federation of Schools 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 2014-2015 the discreet delivery of PSHE lessons or a programme of study was dismantled. But this is to be reintegrated and Holocaust education will contribute 10% of this programme, this will impact on every student in each year group. This move could, potentially, support the continued development of Holocaust education.
- Relationships between students and teachers are demonstrably strong and many staff build on this to ensure there is a high level of engagement. Students' behaviour for learning, and indeed, behaviour around the school in general, is excellent. This includes their ability to tolerate differences amongst their peers, which was clearly evident in the student voice panel.
- Emotional intelligence and literacy is recognised as important by SLT and middle leaders – and students too. It is not yet consistently embedded or fully understood by teachers and learners as to how they can enable students in respective disciplines to flourish or what strategies can enable such learning opportunities; whether to implicitly or explicitly model or measure. ICE strategies could prove useful here – to generate evidence and examples of best practice.
- The Bishop Challoner Catholic Federation of Schools recognises and highly values the deeply spiritual, moral, social and cultural (SMSC) opportunities within Holocaust education. Their SMSC provision in both girls and boys schools are recognised as outstanding in the 2014 Ofsted reports and it is clear from the review process that Beacon School status has further promoted deep, holistic reflection and

learning opportunities, beyond substantive knowledge. Ms Jarvis acknowledged that the Beacon School programme and its CPD opportunities had *'shone a light on SMSC'* and served to *'reinforce with colleagues that all teachers have SMSC obligations'*, in line with teacher standards – *'...not just the RE teachers or chaplaincy...all disciplines are able to contribute to the wider well-being of students in providing reflective space for exploring big or ultimate questions, and for fostering personal development, modelling emotional literacy and intelligence.'*

- It was evident that Beacon School status had served to stimulate discussion – not least due to the whole school 'Being human?' UCL training session – to reflect on what it is to be human, in all its messiness, among staff and students. The conversations with both teachers and students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to The Bishop Challoner Catholic Federation of Schools development of reflective, thoughtful, mature, responsible and considerate students/adults *'able to make their mark on the world'*.

*See also Ms Carrier's SWOT analysis.

4. The leadership and management:

- The Bishop Challoner Catholic Federation of Schools is led by a truly inspirational Executive Principal, outstanding senior leaders and middle leaders. The Bishop Challoner Catholic Federation of Schools SLT have a clear vision and dynamic drive to move the school forward from its current position and Ofsted status, but to also build upon its Beacon School status and provision.
- There is a clear sense of a forward looking educational vision for the students and schools that comes from the Executive Principal. He and his SLT recognises the important contribution Holocaust education can make to school life, as evidenced by a very thorough and innovative School improvement/evaluation plans. This recognition of the importance of Holocaust education in Catholic schools was powerfully articulated by Mr Soar, that it was underpinned by a moral imperative that as a Catholic Federation of Schools they should *'stand up and be seen to say the Church no longer hates Jews...to challenge Anti-Semitism...to recognise what we [the Roman Catholic Church] did and did not do'*. There is a feeling here that in some way Holocaust education should play a significant role in the academic and pastoral dimension of a Catholic school and is tied to the values, ethos and character of the school. Mr Soar commented they had sought to become a Beacon School and to develop Holocaust education not just because of *'general racism'* messages, or *'lessons from'*, but rather to speak of and respond to the *'specific Anti-semitism/Jewish context'*. This is a very forward looking school, with a truly inspiring and open encounter with its past and the Catholic Churches history very much part of its present. This is a commendable and empowering vision, led from the top, but which infuses all aspects of The Bishop Challoner Catholic Federation identity and values today and for the future. Very compelling conversations were had and powerful learning, spiritual and reflective opportunities enabled by such an ethos and vision.
- The religious 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 *'Lighthouse for Holocaust education, faith and spirituality'*. Beacon School status and the approach of leadership and management appears to have the full support of the governing body and other staff within the school, becoming a key feature in the Federations documentation, sense of identity and commitment to speaking truth to power. As Ms Easmon-Johnson noted this focus on Holocaust education has ensured young people have *'...questioned who they are as people. It has provided a stimulus for self-reflection, an opportunity for considering what it means to endure suffering...what does it mean to be heroic?'* In essence *'...its enabled us as a school, community and individuals to consider human dignity and a sense of valuing life...that life has value and meaning beyond the like on Facebook or a retweet on twitter.'* The school clearly sees Beacon School status as contributing to the SMSC agenda and its values and there is no doubting the SLT commitment to sustaining and developing this programme, supporting Ms Carrier (Lead Teacher) and this work moving forward.
- The school SEF 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 Bishop Challoner Catholic Federation of Schools SLT 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, that students are aware of the Beacon School status and the seriousness with which this programme is being taken. This was confirmed in the several opportunities to converse with students during the review visit. Students spoke with pride of their school being a Beacon School 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, 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 that was relevant to them.

- Ms Carrier, as Lead Teacher, has been mentored by the UCL Centre for Holocaust Educations' Emma O'Brien and been found to be *'organised and proactive throughout the programme, most recently submitting a draft Scheme of Work for the history department, devised as part of the Beacon School programme. In developing this Scheme of Work, Ms Carrier has incorporated materials from the UCL Centre for Holocaust Education, adapting and enhancing them for the specific professional context in which she works. It is very much hoped that the experience of working with the UCL Centre for Holocaust Education, which has included a residential seminar in London and a site visit to Poland will have lasting impact on Ms Carrier's work as she shares her professional learning with colleagues in her faculty and beyond.'* In light of the re-designation visit we can confirm that the impact is telling of her commitment, time and hard work participating in this programme and that Beacon School status is providing, with her impetus and leadership, a climate of shared professional learning and reflection, innovation and development.
- Despite the imminent departure of Mr Soar and the arrival of a new Executive Principal, it is clear there is a determination to embed and further develop Holocaust education at The Bishop Challoner Catholic Federation of Schools. The SLT have committed to ensuring Beacon School status remains a priority in its Federation Improvement Plan and there is continuity despite this change. The incoming Executive Principal must continue to prioritise Beacon School status improvements with the support of SLT, Ms Carrier and Governors. Colleagues throughout the review process were confident this would be the case.
- Heads of both schools have committed to safeguarding and protecting time for Ms Carrier and colleagues to plan, reflect and develop this work at St Katherine's retreat. The UCL Centre for Holocaust education can be confident that The Bishop Challoner Catholic Federation of Schools are committed to upholding Beacon School status and championing this work as its leadership truly provide, as Ofsted 2014 noted, 'the drive and ambition needed to ensure that this wonderful school continually improves'. Whilst Ms Carrier has undoubtedly led the way in the development and delivery of the Scheme of Work 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 her, enabled and empowered her to lead. There was a prevailing feeling that The Bishop Challoner Catholic Federation of Schools recognised their work to date, but the work still to do; that Beacon School status was *'a learning journey and partnership'*.
- The success of Holocaust education provision at The Bishop Challoner Catholic Federation of Schools is testimony to the best in respectful working relationships and meaningful communication between SLT and middle leaders.

*See also Ms Carrier's SWOT analysis.

5. Commitment to CPD and networks:

The Centre's Emma O'Brien reported that *'The collegiality and welcoming attitude of staff has been excellent. Most impressively, the Bishop Challoner Catholic Federation of Schools began their commitment to the Beacon School year by hosting a whole staff twilight event on 8 October 2015, where staff across disciplines attended the session 'Being human' lead by UCL Centre for Holocaust Education staff. In addition, Ms Carrier worked with the Centre to offer a full day of CPD to a network of schools which took place on 23 March 2016, led again by UCL staff – this was an opportunity for the school to support local schools in developing their Holocaust education practice and introducing them to the work of the Centre and that of Bishop Challoner.'*

Inward and outward facing Federation opportunities – Clear commitment by SLT and Lead Teacher for ongoing UCL Centre for Holocaust Education partnership and CPD input (both internally and for external network schools).

Both Ms Carrier and Mr Soar committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2016-17; this could be a whole school twilight opportunity – perhaps 'Unlocking antisemitism' – and the hosting of a CPD day for the hub/network. Dates to be calendared by Ms Carrier and SLT in liaison with Emma O'Brien.

The Federation Improvement Plan's commitment to the strengthening of networks was confirmed by various review meetings – encouraging partnerships and opportunities exist with their World Class School status, the East London Teaching School Alliance, LA, Queen Mary's University, the Oxbridge programme, UCL etc. Much has been achieved to date, but can be developed and built upon in the future to the benefit of all.

*See also Ms Carrier'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:

- Leadership: Executive Principal, Heads of School, SLT, Ms Carrier as Lead Teacher and middle leaders – very positive, supportive, convinced of importance of Beacon School status, committed to high quality Holocaust education provision, giving it the developmental and curriculum time necessary, and CPD. 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 Ms Carrier has worked tirelessly this year and made the changes and developed this work across the school, she is first to acknowledge this has been achieved on the back of SLT 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.
- Beacon School status affirmed as priority in the Federation Improvement 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 Federations mission, behaviour and attitudes and to speak to the Catholic nature of the school and its history; ensuring all staff provide opportunities for the development of the whole person
- Marking and feedback (DIT)
- Assessment and progress
- Strong and mutually respectful relationships
- Risk adverse – innovative climate among teachers. 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, develop skills and practice – an emerging critical mass that can more teaching and learning, pedagogy and practice forward.
- Power of personal stories in pedagogy
- Reflective practitioners/CPD, ‘open conversations’, opportunities for collaboration
- Critical thinking and independent thinking in pedagogy – deep thinking and meaningful knowledge, achieved through questioning/questioning and sharing of best practice
- Sound and expanding network opportunities
- Evolving cross-curricular/interdisciplinary approaches – Beacon School status has helped foster open conversations and deep thinking regards curriculum and learning.
- Prevent/Promote – Beacon School status contributes to the Federations wider attempts to respond to and engage in wider debates about extremism, radicalisation, genocide, human rights etc.
- Literacy input
- A quality Holocaust education scheme of work 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 in work scrutiny, 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.
- 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 approaches across the school)?
- Pupil engagement, behaviour for learning
- Utilise local geographical context; Link to Leon
- Survivor visit
- 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 – critical friend.
- 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.



Even Better If.... The following agreed actions are suggested opportunities for consideration/areas for possible development in order to 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 or those who have engaged in UCL Centre for Holocaust Education training opportunities
- Look to develop benchmarking of student's knowledge and understanding (perhaps also attitudes and behaviour). This would support the tracking and monitoring of student attainment, academic progress, but also identify attitudinal trends or whole person/holistic development. This would also ensure the Scheme of Work is embedded and responsive to students need, interest and baseline, ensuring the authenticity of the myths and misconceptions studied and making their origins explicit to students.
- Urge consideration of student perception that the Holocaust is 'taught differently' in some way and whether this has implications for wider T&L discussions and developments?
- Ensure Beacon School status is secured as priority moving forward in Federation Improvement Plan – protect development and reflection time, embed and share best practice.
- Look to track the impact of Holocaust education/Beacon School status, Scheme of Work or UCL Centre for Holocaust Education pedagogy and approaches on specific targeted or vulnerable groups
- Embed CPD opportunities in conjunction with UCL Centre for Holocaust within your professional development calendar – whether 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.
- Consider 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
- Consider 'light touch' learning walk framework within History department (or others) to ensure the teaching and learning with the new Scheme of Work is observed. This would ensure all departmental colleagues involved in sharing best practice, able to reflect and continue their engagement in reflective professional development. Formal observation of the Lead Teacher could also serve to develop and recognise staff in this area (whether by internal or external/UCL).
- Succession planning; Beacon school status resides with the school, not the lead teacher, so ensuring the principles and opportunities are shared widely to ensure should Ms Carrier leave, The Bishop Challoner Catholic Federation of Schools will have a group or individual ready to step up and continue this work.
- Engage in or explore the research and opportunities of the UCL Centre for Holocaust to further hone practice, provide an evidence base and comparison for own student attainment etc.
- Opportunities for Middle Leaders to better engage with SMSC in their disciplines could be beneficial. ICE strategies could prove useful here – to generate evidence and examples of best practice? This would ensure every teacher knows and implements classroom strategies to ensure holistic as well as academic outcomes for all learners
- Enhance your local geographical context/capitalise on opportunities; Link to Leon, Jewish Museum, IWM 'Holocaust exhibition'.

- 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, 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)?
- The incoming Executive Principal must continue to prioritise Beacon School status improvements with the support of SLT, Ms Carrier and Governors. Key to this would be the baselining and use of innovative assessment data to track progress in Holocaust education; Develop ‘challenge’ at all levels within the school; Underpinning these improvements there needs to be a structured programme of CPD for staff, governors and parents with a focus on gaining consistency of teaching and learning. In essence use the Beacon School work as an impetus for ongoing school improvement and championing and sharing of best practice.
- Check that students provide appropriate responses to written feedback they receive (DIT responses evident, but inconsistent in detail and could be some students reflections could further be challenged)
- Potential for further use of questioning as valuable assessment opportunity and source of challenge; questions generated by students or staff – maximise the emerging best practice.
- Opportunities for active engagement with technology for learning

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

NA as The Bishop Challoner Catholic Federation achieved accreditation.

*See EBIs for suggested areas of ongoing development.

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 The Bishop Challoner Catholic Federation's 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 Scheme of Work.

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

Comment: Wish The Bishop Challoner Catholic Federation of Schools commitment to quality of Holocaust education provision for its learners, staff and community was evidenced and shared in schools across the country! It was a real pleasure to visit a 'true Beacon School'; to engage with so reflective and inspirational teachers, determined to always improve their practice and so supportive a leadership team, with a clear mission and sense of the wider and valuable contribution Holocaust education can make to their students school experience. So much has been achieved – but you deserve greater credit for your steadfast commitment to further developing your practice and embedding the principles and pedagogy in partnership with the UCL Centre for Holocaust Education and your network of schools in the future.

Date:**Programme Director:** Paul Salmons**Programme Director's signature:**

Comment: We are delighted to award The Bishop Challoner Catholic Federation with the UCL Centre for Holocaust Education 'Quality Mark' and re-designate your Beacon School status for a further 3 years. We congratulate Ms Carrier, Mr Soar, the wider staff and student body for embracing this programme, giving it the status, time and support necessary to ensure the 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 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 3 years.

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