

## UCL Beacon School Programme QUALITY MARK AND RE-DESIGNATION REVIEW, WRITTEN REPORT

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DATE OF LAST OFSTED INSPECTION AND GRADE	23-24 April 2015, 2016, graded 2, GOOD
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	22 June 2017
QUALITY MARK AND RE-DESIGNATION REVIEWER	Nicola Wetherall MBE, UCL Centre for Holocaust Education



**Review Document content:**

School and review/reviewer details	Page 1
Contents	Page 2
Review context	Pages 3-4
School overview	Pages 5-6
Further context and actions agreed on last review	Pages 7-8
Phase 1: non-negotiables and any actions urgently required for re-designation	Page 9
Phase 2: summary of review visit methodology	Page 10
Phase 3: key findings	
Holocaust education in the Stratton Upper School curriculum	Pages 11-13
quality of teaching and learning, pedagogy and practice	Pages 14-24
assessment, achievement and outcomes for students	Pages 25-39
wellbeing, behaviour and safety of students (PD)	Pages 40-44
the leadership and management	Pages 45-50
commitment to CPD and networks	Pages 51-53
Phase 4a: summary reflections of Quality Mark visit; <i>What went well?</i>	Pages 54-56
Phase 4b: summary reflections of Quality Mark visit; <i>Even better if...</i>	Pages 57-59
SWOT analysis document (completed Lead Teacher and/or SLT/SMT)	Page 60
Review accreditation summary comment, Centre for Holocaust Education remarks	Page 61
Appendix 1: Review Lesson Observation	Pages 62-70
Appendix 2: Examples of learners' classwork during observed lesson	Pages 71-73
Appendix 3: Yr9 lesson observation outcomes on resistance	Pages 74-75
Appendix 4: School/Ms Walton's written submission for Holocaust Education inquiry	Pages 76-78
Appendix 5: <i>'Beacon School CPD if Carlsberg made CPD sessions...'</i>	Page 79
Appendix 6: <i>'Beacon School CPD – What I did on my Bank Holiday'</i>	Pages 80-81
Appendix 7: Examples of Holocaust work at Stratton Upper School	Pages 82-83

## Review context

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 school's 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 people's 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 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. As such, this report constitutes external verification of the school's high quality Holocaust education for senior leaders, governors, Ofsted inspections and parents. It is also intended to be a useful internal quality assurance and ongoing CPD opportunity for the Lead Teacher. 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. It seeks to answer the question of whether the Beacon School programme is working or not, and hence assist in improving this programme and developing further work. We, like schools, want to know why and how a programme works, not just *if* it does.

## School overview

- Stratton Upper School is larger than the average secondary school. It is an Academy, run by the Stratton Education Trust.
- At the time of the review visit there were 795 students on roll (Year 9-11), with 412 in its sixth form. At the time of writing, 17% of students have SEND needs with 3% with a statement or EHCP; 16% of students are eligible for PPG; and 4% have EAL.
- The school sponsors Gamlingay Village College, a partner middle school. The headteacher acts as the executive headteacher of the middle school and the two schools share a governing body.
- The school serves the town of Biggleswade and the surrounding villages. It has a fully functioning farm on site, which is looked after by the students and specialist staff.
- The large majority of students are from White British backgrounds.
- The proportion of disadvantaged students supported through pupil premium is below average. This is additional funding allocated by the government for pupils who are looked after by the local authority or known to be eligible for free school meals.
- The proportion of disabled students and those who have special education needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for Year 11 students' attainment and progress in English and mathematics.
- The school plays a leading part in the Central Bedfordshire Teaching School, which provides training for teachers within the consortium of schools.
- The school offers work-related training for six students at Bedford College and the Academy of Central Bedfordshire.

## **Stratton Upper School was rated Good in its most recent Ofsted inspection (23-24 April 2015). The report noted:**

- Students' GCSE results in English and mathematics are improving well and they make good progress because teachers set high expectations for their work.
- The progress of disabled students, those who have special educational needs and disadvantaged students is good. They receive effective support in class from staff who know their needs well.

- The sixth form is good. Students make good progress because they have positive attitudes to their work, show well-developed study skills and are taught well.
- Strong relationships between staff and students ensure that behaviour is good throughout the school. Students listen carefully to each other and to their teachers, and concentrate well on the tasks they are set.
- Students feel safe and secure because the school provides well for their personal development and well-being.
- Teaching has improved well since the last inspection. Teachers check students' understanding well by asking carefully chosen questions, and use their good subject knowledge to set and explain demanding tasks.
- The headteacher, senior leaders and governors provide strong and effective leadership. They check students' achievement and the quality of teaching regularly and take appropriate action when any difficulties are identified to make sure they continue to improve.
- Subject and year team leaders track students' progress well, using the resulting information to plan appropriate support for individual students.
- The governors are knowledgeable and well trained. They monitor improvements in the school carefully, challenging staff through regular meetings and visits to the school.

**Development or future improvement points identified from most recent Ofsted inspection (2015) were:**

Improve students' achievement in science by:

- Setting demanding work for all students
- Consistently giving clear guidance to students on what they need to do to improve their written work

Further improve teaching and learning by making sure that:

- Teachers give students enough opportunities to reflect on the progress they are making and how to improve their understanding
- All staff supporting disabled students and those who have special educational needs expect them to make rapid progress through working hard on appropriately challenging tasks.

## Further context

- The results from the 2016 summer examinations shows that under the government’s new accountability measures, Stratton Upper School students enjoyed excellent results. *“GCSE qualifications are in a period of transition”* said Headteacher Rob Watson, *‘The Government is on a mission to greatly raise the bar, and these results show students and staff embracing the challenge’*.
- *‘Later this year the government will publish a new measure showing how well students performed across 8 academic subjects’* explained Head of Year Alun Evans. *‘We believe this is a fair way of judging schools allowing parents to see what schools have achieved with individual cohorts. We are confident that our 55% % A\*-C with English and Maths will translate well into the new measure, known as progress 8, to confirm Stratton students performed between 15 and 25% better than similar students nationally.’* *‘We are proud to be a fully comprehensive school. It is important that students from all abilities do well, as is the case this year!’*

Progress 8 ( <i>the extent to which students have made progress compared to national expectations</i> )	+0.04
Attainment 8 ( <i>average grade across 8 prescribed subjects</i> )	4.48
Basics ( <i>% of students attaining high passes in both English and Maths</i> )	58%
Students attaining the English Baccalaureate	20%
Starting point for students ( <i>average KS2 points for this cohort</i> )	26.7

- *‘These outcomes are a testament of our curriculum strategy’* said Deputy Headteacher Jane Harper. *‘We make sure every student is stretched to achieve in between 8 and 10 high quality GCSEs which students are guided to choose during their first year with us in year 9. This means they have the opportunity to experience how subjects are taught at Stratton and are encouraged to make choices in the context of good careers advice. There are no gimmicks and no nonsense, just hard work and good teaching. This inspires commitment and dedication. When you combine this with an amazing body of staff it’s not hard to see where the success comes from!’*
- This is particularly evident in the RE department - a hugely successful, progressive and innovative department – where Ms Walton noted that in 2015 GCSE public examinations, 50% achieved A\*-C across the cohort with 75% achieved in RE, and in 2016 these figures rising to 55% and 89% respectively. These are impressive outcomes for students in terms of results – but just as telling, perhaps more so, was the student description of the RE department as *‘...the beating heart of the school’* and similar sentiments expressed independently across the review.
- This review confirms Ofsted (2015) and various other external judgements and comments regards the school’s positive atmosphere and students *‘high level of respect for staff and each other’*, *‘responsible movement around the school’* and regard for *‘school buildings and resources’*. Upon arrival at Stratton Upper School there is a warm welcome and a calm sense of purpose. There is a visible climate of celebrating diversity and difference throughout the school, epitomised in pupil’s behaviour and attitudes to the ‘other’. This review found students to be very accepting. All

safeguarding procedures for visitors are observed; students speak with confidence and are positive when engaging visitors, such as Tom and Harry in Year 12 who led the tour of the school.

- In the week of the review Headteacher Mr Watson was delighted to report to staff that Stratton Upper School had been named 'AFA Secondary School of the year'. Mr Watson rightly noted *'This is amazing recognition of all the hard work that has been put in by the staff who have mentored students as part of this scheme.'* The CEO of AFA, Professor Sonia Blandford, commented that *'...the quality of mentoring at Stratton Upper School and work ethic displayed by Stratton staff should be a blue print for any secondary school wishing to mentor their students.'*
- Duty of care is utmost at Stratton Upper School – both as much for students' sense of well-being and value as their own as staff. Safeguarding protocols and principles are implicit, explicit and effective. E-safety, given the amount of highly effective ICT driven learning undertaken, is also very evident. There was a warm, calm, orderly and quiet school reception and this was echoed in the reviews experiences of the wider school throughout the day. Stratton Upper School are blessed with a highly professional, positive and hospitable, reflective staff body, middle and senior leaders who know their school well; aware of areas of strength and understanding of *what* and, tellingly, *how* to improve.
- This review concurs with 2015 Ofsted report that at Stratton Upper School *'Strong relationships between staff and students ensure that behaviour is good throughout the school'* and that *'Students listen carefully to each other and their teachers...'* Relationships between students and teachers are demonstrably strong and staff across the school 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, outstanding.
- It was evident throughout the Quality Mark review process that students do feel safe at Stratton Upper School and that relationship building was key to the success of the personalised curriculum, which in turn led to behaviour for learning and positive outcomes.

#### **Actions agreed at previous Quality Mark and re-designation review: (If applicable)**

Not applicable, as 22 June 2017 was Stratton Upper School's 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 the 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 study visit?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has the Scheme of Work 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 type="checkbox"/>		<input checked="" 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 initial phase of the Quality Mark Review the following actions are URGENTLY required to ensure compliance/re-designation is possible:**

Not applicable as Stratton Upper School met the expectations.

\*Stratton Upper School were fully compliant for the Beacon School year regards inclusion in the SIP. In the period since this has not been the case. The reviewer sought assurances that for 2017- inclusion of the Beacon School status would be made in SIP/SEF documents, even if as a named example for key school targets or foci. This review was satisfied with assurances offered and thereby recommend Quality Mark status to be conferred.

## Phase 2: Summary of review visit methodology

### Prior to visit

- Copies of Stratton Upper School Development plan, most recent Ofsted report, a copy of the scheme of work/learning (SOL) and range of UCL and Beacon School related documents were requested, collated and reviewed, along with links to related policy documents on the Academy's website.
- A SWOT analysis was completed and a rich and impressive range of supplementary evidence was offered, along with an itinerary prepared for the pre-arranged one-day review visit.

### During visit

- A tour of the Academy site with two sixth form students.
- Meeting with SLT link, Mr Rob Watson (Headteacher).
- Meeting with Lead Teacher, Ms Laura Walton (Head of RE, Lead Teacher for UCL Beacon School programme. Ms Walton also has school wide responsibility for Careers Education, information and guidance, along with developing student voice, SMSC, FBV and Prevent Duty, and since Feb 2017 is Assistant Head of Yr10.)
- Work scrutiny undertaken (mixed ability, boys and girls, and range of classroom teachers), sample lesson plans and resources from various subject areas and documentation including UCL scheme of work in History, plus assessment samples and data reviewed and discussed. Copies and photographs of examples and displays taken throughout visit (see Appendices).
- Lesson observation with Mr Kevin Sullivan (Trainee RE teacher) and Ms Walton, team teaching a Yr9 RE lesson from the Holocaust Scheme of Work.
- Student voice interview with six students from current Yr9, Yr10 and Yr12 cohorts, mixed ability and gender.
- Meeting with range of staff who have experienced and engaged with UCL Centre for Holocaust Education CPD, Mr Ian MacWhinnie (Teacher of History), Mr Kevin Sullivan (Trainee RE teacher), Ms Sarah Talbot (Teacher of History), Ms Jane Harper (Deputy Head) and Mr Jack Unite (Teacher of Geography and RE).
- Visit debrief with Mr Rob Watson and Ms Laura Walton.

### After visit

- Follow up questions or clarification sought via email.
- Letter of thanks sent via Ms Walton to acknowledge time and insights of students facilitating the tour of the school, participating and contributing to the Student Voice panel, and those in the lesson observation.

### Phase 3: Key findings

#### 1. Holocaust education in the Stratton Upper School curriculum

- The provision for and impact of Holocaust education at Stratton Upper School has significantly improved because of participating in the UCL Beacon School programme. Stratton Upper School leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust Education.
- Throughout the review process there was – from students and staff – pride in their achievement of securing Beacon School status, and a sense of the importance of gaining the Quality Mark was palpable.
- The review demonstrated Beacon School status has stimulated or provided further space and opportunities for pedagogic and assessment conversations among Stratton Upper School staff that can only be beneficial to wider reflections the future development of assessment and achievement.
- There is clear SLT support to ensure time and opportunity to review teaching and learning and outcomes across the School including Holocaust education, and middle and senior leaders accurately judge and assess their provision, strengths and weakness. Such reflective practice ensures innovative practice and a sense of constant striving to move forward and progress.
- Ms Walton and middle leaders have a clear sense of what worked well and why, but equally can identify areas for improvement. They recognise that Stratton Upper School senior leaders have supported reflection, discussion and planning time for the scheme of work and stated, repeatedly and independently during the visit, that at Stratton they felt confident to ask for that time and that whenever possible SLT would support or enable it. Staff with an idea and initiative are, by and large, supported, encouraged and enabled.
- Ms Walton's Scheme of work/learning (developed across the year of the UCL Beacon School programme and constantly reviewed and refined) takes as its title 'Being Human? An exploration of the Holocaust through RE'. Ms Walton stated the hope that the scheme of learning would enable students to '...appreciate a historiographical understanding of the Holocaust and in doing so draw out the spiritual and moral lessons.' By careful collaboration with the History department, Stratton Upper School offers symbiotic provision, where both RE and History partner effectively, in a coordinated way, whilst retaining their distinctive disciplinary natures. From both Departments, it is hoped students gain a much more accurate understanding of the Holocaust, able to challenge myths and misconceptions, but also a broader, richer understanding of personal stories, the complexities of moral dilemmas and allowed time to reflect.
- This scheme of work/learning 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; unlocking antisemitism; pre-war Jewish life; resistance; legacy and 'surviving survival'. There is a clear, overarching rationale and a sense of purpose befitting the school, cohort and its RE context,

but also the History department who has so embraced Ms Walton's work and collaborated on the Beacon School programme.

- Provision allows for some 12 lessons of RE, each of one hour. This precious curriculum time is well spent, allowing for key themes and complex issues to be considered fully. This level of curriculum time for Holocaust education is unusual nationally, and Stratton Upper School should be commended for devoting this significant number of lessons to study of this complex subject. In addition, the History Department devotes a minimum of six teaching hours to the Holocaust to coincide with the students RE studies at KS3.
- The scheme of work/learning addresses many of the issues raised by UCL's national research into student knowledge and understanding of the Holocaust. It is especially noteworthy that so much time is given to pre-war Jewish life, as the UCL Centre for Holocaust Education's research shows this is often overlooked by practitioners. To appreciate that which was lost it is essential students have a sense of the thriving, diverse Jewish community before. The range of activities and materials that enable exploration of this aspect within the scheme of work is impressive – and its impact is evidenced by the detail and understanding demonstrated in the student voice panel. Students had very much engaged with this aspect of the learning. Some of the scheme of work lesson objectives are clear and concise, others suitably open-ended to provide stimulus, challenge and engage students at outset. The latter also serve to ensure outcomes are authentically student led (linked to their questions and discovered within the learning experience) rather than revealed by the teacher in advance.
- In addition to the scheme of work in RE and the work undertaken in the History curriculum, students at Stratton Upper School are aware of and enjoy a range of Holocaust education opportunities and enrichment. The student voice panel referenced the following by way of illustrative example:
  - Poland trip
  - Survivor visits – like that of Harry Spiro
  - RE and History lessons
  - Assemblies
  - Genocide work – including visit by Mr Salt
  - Holocaust Day
  - Display boards
  - Janusz Korczak play
  - Marking of Holocaust Memorial Day
  - Jewish museum visit to London
- The Holocaust curriculum, and schemes of work within RE and also History, have in the past been complimented by a cross curricular day. With up to 18 subject areas involved across the school, including PE, Textiles, Maths, Psychology, the Humanities and the Library – this was a hugely successful day that drew upon the distinctive contributions and skills of each subject area to enrich

students with a layered, more sophisticated understanding of the Holocaust. This also drew upon student participation and leadership, where in Dance, for example, a workshop on the day was led by an A'level student who had composed a dance for her GCSE using the Holocaust as a stimulus. Given the range of student experiences in Holocaust education at Stratton – whether in form of trips or of survivor encounters, utilising these students in leadership or mentor, ambassador roles could be hugely powerful. Student voice revealed how meaningful such a day was and so it would be this reviews recommendation to reinstate this provision if possible, not least to further Holocaust education in the strong SMSC, values and holistic ethos and provision of the school.

- Ms Walton credits a session led by the Centre's Darius Jackson at the London residential on Pedagogy and the importance of disciplinary approaches within any cross curricular, whole school, interdisciplinary approach as profoundly influencing the scheme of work design and the relationship between and distinctiveness of History and RE offers at Stratton Upper School. Moreover, she contends 'That reminder of what lies at the core of RE as distinct from History or any other subject discipline now remains embedded in how I plan everything and anything. It really made me think about my subject and so that has revolutionised my approach to everything I teach, so has impacted my teaching way beyond what I do about the Holocaust.'
- Ms Walton and her team are reflective practitioners. This review praises Ms Walton and her colleagues for taking the underlying UCL principles and pedagogy, the core of a lesson idea – such as antisemitism, pre-war Jewish life or resistance - and for adapting materials where appropriate, trying new approaches and making UCL resources their own, applicable to their students' needs, school context and teaching styles.
- Stratton Upper School students are very aware of the schools Beacon status and are proud of the recognition. The student voice panel talked of a school display, annual assemblies and the inclusion of the Beacon School logo on slides during Holocaust related lessons or events as constant reminders of this accolade. One student referenced such prompts as 'our school's moral conscience'
- Despite the hugely impressive provision of Holocaust education in Stratton Upper School's curriculum it is not to be assumed this is the norm, or indeed easy to attain. The educational landscape nationally is such that policy demands are immensely challenging, curriculum and assessment everchanging and budgetary factors are of significant concern as are staff recruitment, retention and teacher training or CPD access. It is all the more creditable then that Ms Walton and Stratton colleagues have achieved so much despite this broader difficult educational landscape and this review acknowledges the honesty and openness with which the weaknesses of and potential threats to this incredible Holocaust education work (as noted in the SWOT) were explained and outlined. The Centre stands ready to work with Stratton Upper School to respond to some of those concerns and issues, and to continue to raise issues of national scope, such as compressed KS3 and cover costs, at government and policy level.

\*See also Ms Walton's SWOT analysis.

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

- The centrepiece of Stratton Upper School's excellence in Holocaust education is built upon the foundation of its quality teaching and learning. This reinforces the Ofsted 2015 finding that *'Teaching has improved significantly since the last inspection'* and it is evident from the review process that senior and middle leaders are ambitious in their drive to continue that improvement.
- Ofsted 2015 *'In a wide range of subjects teachers extend learning well by asking students for explanations in detail, rather than accepting simple short answers. Many staff have effective techniques for involving all students in this discussion work...'* During the lesson observation both teachers successfully challenge students. In addition, evidence from talking to students in the lesson and during the student voice panel points to teachers routinely checking students' understanding through talk and effective questioning, intervening when necessary, with notable impact on their learning. They provide many opportunities for students to enhance their communication skills, their substantive knowledge, understanding and confidence.
- It was clear from discussions with Ms Walton and subject leaders that Beacon School status has been the catalyst for powerful teaching and learning, pedagogic conversations among staff and reflection. The pedagogical principles and strategies originating from the UCL Centre have now taken root in other, non-Holocaust related, subjects and topics. Stratton Upper School 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.
- This review finds that Stratton Upper School 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 learning could help support school improvement through achievement and challenging the progress gap.
- Whilst this review can draw only on a snapshot sample specific to the RE department in exploring the teaching and learning concerned with the Holocaust, we contend that both in work scrutiny and student voice differentiation is evident and of a good quality.
- This review found outstanding feedback and marking was evident – across abilities and contexts from the RE work scrutiny - and that verbal feedback and questioning was rich and powerfully used in the lesson observed. Students spoke with confidence about their experience of Holocaust education, their time at Stratton Upper School and about their progression. This review considers this to demonstrate a safe and open school, demonstrating a strength of engaging students through a vigorous questioning, meaningful talk and active listening. We thereby confirm, within the remit

of our visit to Stratton, the schools 2015 Ofsted report where it states *'Students develop their literacy, reading and numeracy skills well because these skills are taught effectively across a range of subjects. As a result they speak with confidence...'*

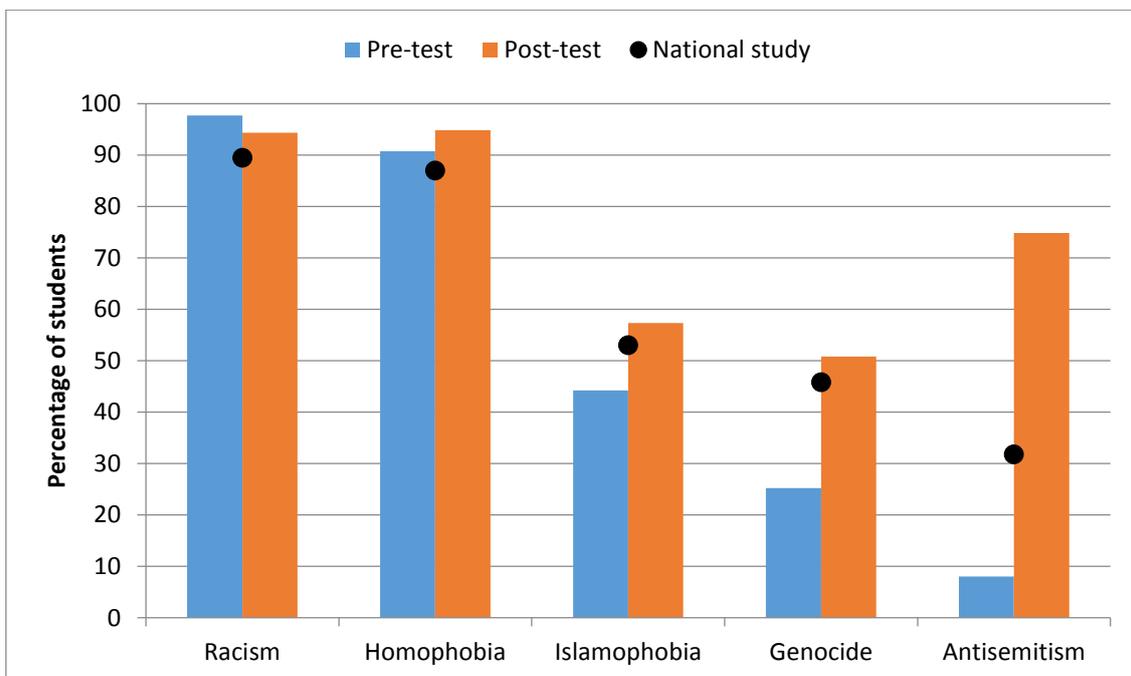
- It was apparent throughout the review process that pedagogy and classroom practice, in terms of Holocaust education, has meaningfully improved because of Beacon School status. It is also clear from talking to Lead Teacher Ms Walton and her colleagues during the review process that CPD input from the Centre for Holocaust Education has moved departmental and wider school practice on significantly.
- As referenced later, the Centre's ongoing pathway of professional development is credited repeatedly with creating *'...a new model or...standard...of what a lesson should be... or rather, could be...'* and its impact upon lesson planning has been substantial, including the rewriting/reconfiguring of other topics in RE and beyond.
- Teaching and learning about the Holocaust at Stratton has been influenced by the 2016 findings of the UCL national student survey and research findings in terms of appreciating young people's myths and misconceptions, but also illuminating regards the shifting cultural influences which contribute to that understanding, and how many students are now exposed to a degree of Holocaust education both at primary or lower school level. Contributing to the Centre's impact and research programmes has further evidenced this impact. For example, the 2016 report on Stratton Upper School pre-and post-knowledge and understanding of the Holocaust findings by Dr Hale regarding students encountering representations of the Holocaust in school revealed:
  - *'Over half of students who had completed the pre-test survey (55%) indicated that they had previously studied the Holocaust in school. Of these students, the majority (38.9%) could not recall what year group they were in when they first learned about the Holocaust, 28.4% had first learned about it in year 8, 14.7% in year 7, 12.6% in a primary school, and 5% in year 9. A third of students (30.1%) had learned about the topic in history, a quarter of them (26.5%) had learned about it in religious education, 18.9% of students had learned about it in English and 14.8% in school assemblies.'*
  - *'It is notable that over half of the students reported that they had learned about the Holocaust prior to their year 9 religious education lessons. Over a quarter of them had already come across the topic in history and religious education, however almost a fifth had learned about the Holocaust in English. This highlights the issue of what students are learning in relation to the historiography of the Holocaust in different subjects, and the extent that this is contributing to their understanding (and/or misunderstanding) of what happened.'*
- In-keeping with the reflective and strong leadership found at Stratton Upper School, it was clear throughout the review process that both lead teacher and SLT recognise this discord, or difficulty, but rightly frame it as an exciting, enriching and developmental opportunity for the school moving forward. This has led to further development and refinement of the Holocaust education offer at

Stratton and in turn has impacted on teaching and learning approaches, materials and strategies. Ms Walton and colleagues have some interesting ideas about how this might be developed in the future with greater CPD involvement across the school, internal conversations and collaboration with feeder and wider partnerships. The Centre stands ready to facilitate such opportunities and to further Stratton staff's ongoing professional development as we know that can often support whole school improvement. Full day or twilight and additional CPD opportunities can be arranged via the Centre's Emma O'Brien, Tom Haward or by contacting Shazia Syed.

- Stratton Upper School values research informed practice and Ms Walton has embraced the UCL Centre teacher and student report findings in terms of informing classroom practice. She credits the national research study findings as 'massively' shaping her RE Holocaust scheme of work and of influencing pedagogy in her practice. She describes the re-engagement with research via the UCL Beacon School programme as providing so many 'light bulb or aha moments', including the schools own UCL impact study report process, which has already been mentioned and will be alluded to again later, which cast light on strengths and areas for development that Ms Walton has used as evidence to 'tweak lessons', particularly on antisemitism.
- By highlighting prevailing myths and misconceptions in the data and by applying the research to her school and class contexts, Ms Walton has been able to begin to make inroads on those stubbornly prevailing societal myths about blonde hair and blue eyes, soldiers doing their duty, following orders and being shot were they to refuse. As a school, engagement and familiarity with the national and then school survey results have enabled 'casual antisemitism' such as 'All Jewish people are rich' to be more openly discussed and successfully challenged.
- For several colleagues the re-engagement with research and pedagogy was an exciting and unexpected positive outcome of Beacon School status, and was referred to on a few occasions throughout the review as 'welcome', 'something I had done since PGCE', 'refreshing' and 'good to be challenged in that way as made me reflect more on my practice... and not just my Holocaust teaching either.'
- Throughout the lesson observation, the student led tour of the school and in the student voice panel, numerous examples testified to the accurate and thoughtful use of key terminology, subject specific knowledge and student's ability to apply that to their understanding of the world today and their place within it.
- Dr Hale's 2016 Stratton Upper School research report confirms this review's comments considering her keyword recognition findings. Students were asked to identify the correct meaning of several key terms. The findings to compare Stratton students' responses in the pre-test survey and the post-test survey are presented below.
  - *'Before and after learning about the Holocaust, the words racism and homophobia were the most recognised words, with nearly all students correctly identifying their meaning. In the case*

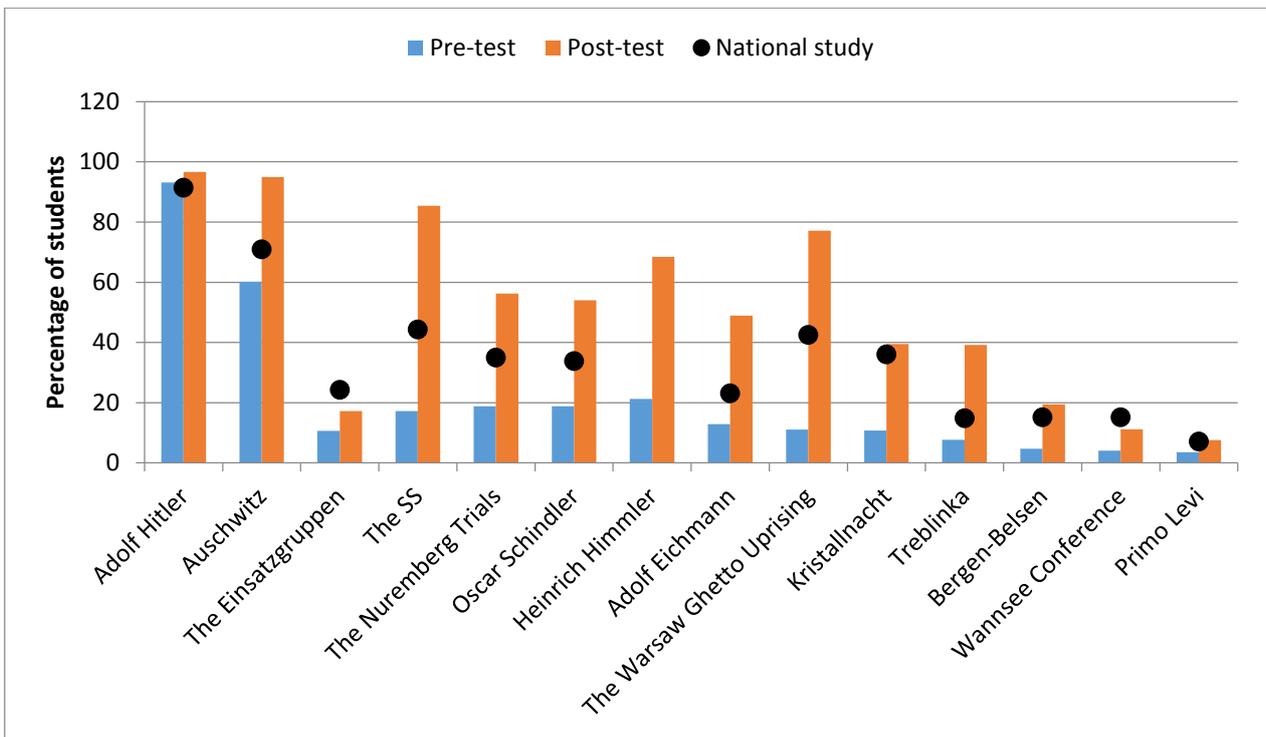
*of Islamophobia, 44.2% of students recognised the meaning of this word before learning about the Holocaust, and 57.3% knew its meaning afterwards.'*

- *'For the two words of particular interest – antisemitism and genocide – recognition of these words increased after learning about the Holocaust. For the word genocide, 25.2% of students correctly identified the meaning of the word before learning about the Holocaust, and after learning about it, 50.8% of students did. For antisemitism, at pre-test 8% of students knew what this word meant, increasing to 74.8% after learning about the Holocaust.'*
- *'The black circular markers in the chart indicate the findings from the UCL national research with students. At post-test, the percentage of students at Stratton Upper School who knew the meaning of each word was similar to the national sample for most of the words, and exceeded the national sample for antisemitism, which is excellent.'*



- This cannot be achieved without quality teaching and learning taking place, though strong and varied questioning, solid and secure historical concepts and skills being embedded and meaningful, vigorous and academic language being modelled in teacher talk.
- This review's praise for quality provision for and experience of Holocaust teaching and learning also reinforces Dr Hale's 2016 findings regard Stratton Upper School students recognition of people, places and events:
  - *'Students were presented with a list of 21 historical people, places and events and asked to indicate whether or not each one was related to the Holocaust.'*

- *‘Fourteen of these words were, and the percentage of students who correctly identified each of these words as related to the Holocaust is presented below.’*
- *‘The most frequently recognised Holocaust related words before and after learning about the Holocaust were Adolf Hitler and Auschwitz.’*
- *‘There was also a notable increase from before to after learning about the Holocaust in the percentage of students who identified the SS, the Warsaw Ghetto Uprising, Kristallnacht, the Nuremberg Trials, and Heinrich Himmler as related to the Holocaust. The words that were least likely to be recognised by students included the Einsatzgruppen, Bergen-Belsen, Primo Levi, and the Wannsee Conference. (Note that there is no circular marker for Heinrich Himmler because this option was not included in the UCL national research) ... Many of the students’ answers were significantly above the national sample.’*



- Thereby this review commends the History department, Ms Walton’s work in RE and her colleagues at Stratton Upper School for providing a rich and powerful Holocaust education learning experience. It is clear, as noted previously, that students are making significant progress, both academically and personally in this area of their study, and these holistic outcomes and attainment successes are rooted in excellent teaching and learning practices.
- Student voice reiterated Lead Teacher comments regards engagement, challenge and the impact of UCL Centre for Holocaust Education pedagogy on teaching and learning. The lesson observation undertaken in this review chimed with many of the findings reported in the 2015 Ofsted, including that... students *‘...show good knowledge of their subjects when explaining ideas through technical*

*terms and step by step descriptions' and that 'Teachers manage behaviour in lessons very effectively, and the quality of relationships between staff and students is a strength of the school'.*

- The lesson observed for the purposes of review bore key hallmarks of quality teaching. Objectives were clearly outlined from the start and logically built on the previous lesson of the SoW, with students invited to demonstrate their existing knowledge and understanding. The activities both consolidated what students knew and understood at the same time as expanding these. Throughout, both teachers intervened as and when necessary to advance learning, with strengths being their questioning and attempts to ensure students were thinking about concepts and conceptual frameworks and not just substantive knowledge. For detailed analysis of the observation, see Appendix 1.
- Several the features of the lesson observation were raised in focus group discussion with staff. For example, staff spoke of a proclivity for personal stories in their teaching, as a means for achieving student understanding of complex subject matter. Similarly, the importance of contextualisation was strongly advocated, as was the need for developing inquisitive mind-sets. *'The CPD made me realise that teaching less or doing less, and students doing more thanks to the right questions, stimulating materials and tasks equalled challenge and more nuanced and advanced outcomes... I think it's had a massive impact on my teaching generally as I notice I talk less at the kids and its noticeable the more insightful discussions that arise'.* On this latter imperative, staff spoke of students' knowing that there was an unwritten expectation for them to think, and to actively engage in the learning process. This was especially revealing regards pedagogy and use of teacher talk, not least because in the student voice panel they spoke of a discernible shift in the teacher style or approach to the Holocaust:
  - *'It was hard because they made us think. We were asked questions and given evidence or packs of materials and we figured it out ourselves...Yes it was different to how other topics are taught as we didn't use textbooks and we weren't given answers...I think I learned a lot more this way, but it was tricky to think about it without that certainty of the teacher saying yes you had it right or wrong, and instead have lots of possible answers and interpretations that came out in the group discussions...Maybe because it made me realise it was complex and no clear cut answers made it so good to learn about? Yeah, I think it was. Once we got used to working together and figuring things out together it became really interesting. We learned to look carefully at evidence and to listen more to each other and to question what we saw, heard or read and that meant we had more questions. I think I even tried harder as you kinda want to know more and to learn more about what happened to Leon or the other victims or understand a bit more about how and why people chose to do what they did...I definitely think we learned about this topic very differently and got really sucked into it because the teacher taught us a different way.'*
- Student praise for the more independent, active learning character of their study of the Holocaust was significant throughout the review, especially about the UCL 'Being Human?' resource. Students pointed to this lesson, and aspects of others in the Holocaust scheme of work, as being more

interactive focused. They said the material was heavy, and dense at times ('very wordy' or 'had lots of information to read') but through group work and discussion found it both manageable and interesting. The independence of the learning process was also referenced in terms of the UCL timeline resource, where students spoke of the collaboration adding to the layers or depth of their understanding. In exploring individuals and by observing the patterns or trends revealed, students were again critically evaluating and being active in their own learning, rather than passive consumers of information.

- Stratton students noted that in Holocaust related lessons there would likely be more opportunity for further research and in depth discovery through use of computers, various resources and in preparation for presentation or answering key questions. One of the student voice contributors commented 'The Holocaust stuff helped me to improve my own knowledge and skills by giving me the chance to explore and do stuff myself... when I spoke to my mum and dad about what I had done in class one day on researching it made me realise this was a skill for life, not just for my Holocaust lesson... I can now use that process in other lessons if I need to or get the chance to.'
- Through the student voice discussion, it was possible to glean within the students themselves some of the mentalities and qualities staff members had previously lauded. What was abundantly clear from this cross-section of students, was the strength of their interest in the subject of the Holocaust: this was made manifest in their willingness and enthusiasm to share their thoughts and views, and in the substance of what they were saying. Students spoke, for instance, about Holocaust education raising '*more questions than answers*'; talked about how the teaching strategies employed by staff were '*interesting*' and helped them to '*learn a lot*'; and – with customary embarrassment – conceded they felt '*enjoyment*' towards their learning about the Holocaust.
- Student insights on the way teaching and learning about the Holocaust manifested itself differently compared to other topics or subjects at Stratton Upper School was overwhelming positive, confirmed in outcomes, and could well be transferrable to driving and developing best practice in teaching and learning across the school. Students independently spoke of the variety of tasks and approaches in Holocaust related lessons, that they were always doing '*something different*', that they were being '*challenged*' and '*trusted*' with difficult, often sensitive or disturbing and complex materials, often working independently or collaboratively with peers to '*discover for ourselves*' and given '*free reign*' to wander, to look, to research, to question and to '*later come together to discuss*' or in teacher terms – only then was consolidation, comprehension and teacher talk used to evaluate progress. Other students spoke of their experience of Holocaust lessons as being more like '*solving a mystery*', where they pieced evidence, interpretations and questions together for themselves rather than be told.
- Stratton Upper School students noted that:
  - '*Usually using a textbook is pretty standard in lessons... in most subjects..., but there wasn't any of this in lessons where we learned about the Holocaust.*'

- *'We do a fair bit of analysing sources in History in a particular way but when I look back I realise that in the Holocaust lessons with all the case studies and stuff we were analysing in different ways ourselves.'*
  - *'I think what I noticed and think back on about when I did the Holocaust stuff was that it was more in depth study...When we did other topics or work in other subjects it was more broad brush.'*
- In talking to Lead teacher Ms Walton it was clear that CPD and the Poland Study visit as part of the Beacon School experience was profound. She spoke throughout the review process of the visit having a twofold impact –
    1. A personal revelation: Having long admired Janusz Korczak, she spoke of feeling 'cheated' as her 'romanticised understanding and version' of him was taken from her in Poland. This profoundly new understanding caused initial uncertainty and concern, but has since proved foundational in a new approach and understanding of the meaning of Korczak's life, his impact during his lifetime and his legacy since. This is an example of Ms Walton's very personal journey, openness, reflective nature and development throughout the Beacon School experience.
    2. The site-based pedagogy – Whilst using the site-based pedagogy of the trip is increasingly difficult to apply and develop in the current budgetary and curriculum restricted landscape of schools, Ms Walton does consider the experience and visit to have impacted her practice. Based on the trip she now adopts the slow reveal and discovery model advocated by UCL to her Krakow visits, where instead of guiding and telling students what they are seeing, she now engages them in exploration of the site; what is there and what is not. She credits the UCL Poland visit with reinforcing and developing aspects of her itinerary in Krakow, as she now explores the void in a different way influenced by the approach taken at Jadow to the Roman Catholic and Jewish cemeteries.
  - It may not significantly have altered Ms Walton's classroom practice, but its pedagogy hasn't been forgotten and instead could come into its own in the 5-day study trips the school annually offers, thinking about the space and purpose of such visits differently.
  - The review repeatedly heard from colleagues across disciplines of a change in thinking about teaching and learning, and ultimately the impact on learner outcomes as result of UCL training or opportunities resulting from Beacon School status. When asked more about the wider teaching and learning impact of Beacon School status, the review heard the following from staff:
    - *'I am happier exploring complexity and not trying to pre-package the learning because of UCL training and this has made a real difference to my teaching.'*

- *'What is most impressive about UCL CPD I think is the way it's made me raise the bar in my teaching... I think about the types of questions I ask... I know I'm more conscious of not jumping in and filling the silence now and consequently think about how much talk and work I am doing in lessons compared to the kids.'*
- 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'*. Teachers recognised Holocaust education as a valuable and empowering opportunity *as it '...encouraged reflective practice were students were responsible for their learning rather than passive consumers of information and then, later on, tested...'*
- Teachers at Stratton Upper School are not risk adverse and Beacon School status has further encouraged this spirit of innovative teaching and learning. Rather, they are absolutely committed to an evidence-informed creative pedagogy responsive to their learners' needs 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 equipped with a toolkit of effective classroom strategies. An increase in criticality and reflection was a noticeable recurring theme when teachers discussed progression and outcomes.
- Stratton Upper School teaching staff are prepared to take risks to give learners opportunities and valuable enriching experiences and do not always judge quality or worth on the outcome alone. The developmental process, the resilience, skills and experience of the learning journey can be as important as the result.
- The review's lesson observation found that pupils *work very well together to solve problems and are happy to challenge each other's thinking and offer advice.* (See Appendix 1) Students were engaged in reading the complex individual case studies - some with weaker literacy skills showed real resilience to cope with the text and vocabulary – and these cards promoted group debate and discussion as to the motivation of the individuals or groups featured in the cards. Students could challenge, respectfully, the opinions of others, and the level of thinking and engagement contributed to ensure good progress within the lesson was made. This sets a climate of expectation for progress over time.
- Students felt that they had their questions answered – or at least acknowledged and discussed by their teachers (even if not always black and white answers) – and were confident in their teachers that, should they have a further question, they could ask.
- The excellent skills, toolkit, confidence, and teaching and learning strategies of Stratton Upper School staff is matched only by their total commitment, strength of personal relationships, knowledge and care for their learners. Together this ensures quality teaching and learning results, and this is especially noticeable in the learners' experience of Holocaust education.

- This review finds the questioning strategies and outcomes in Holocaust education lessons to be effective, excellent, varied and meaningful. This review confirms, based on observation, work scrutiny and student voice, that *where teaching leads to good or better achievement, skilful questioning and varied used of teacher talk encourages pupils to develop deep and rich understanding.*
- Students openly and independently praised the quality of teaching about the Holocaust during the student voice panel;
  - *'Our teachers are really passionate about the Holocaust and so that makes a real difference to the lessons.'*
  - *'...it's not like any old subject they have to teach, you can just feel the teachers cares about it and go the extra mile in lessons...'*
  - *'My teacher really knows their stuff... so I feel confident about what I do in class.'*
  - *'I really enjoyed my lessons about the Holocaust.'*
  - *'They [the teachers] organise events, you know like survivors and stuff, assemblies and trips ...that wouldn't happen if they didn't care, were passionate or didn't want us to get as good a knowledge and understanding of the Holocaust as possible.'*
- The passion, commitment and expertise of Lead Teacher, Ms Walton, is widely acknowledged as the heart and soul of the project. Staff spoke about her *'...taking people with her on this journey'* and of her *'...enthusiasm and care for the subject matter that has so impressed me and by seeing the impact of this work on her personally and professionally, and more importantly on the young people... you cannot help but care and be impressed yourself'*. Likewise, it was especially telling that a student spoke of Ms Walton *'...living and breathing it'*. There is an authenticity to Ms Walton's commitment to Holocaust education that comes across in the classroom and among her peers. This commitment should be celebrated and her emerging expertise shared within the school and beyond.
- The Lead Teacher has undertaken the UCL Centre for Holocaust Education Masters Module, is a gifted Holocaust educator, aspirational middle leader and a passionate advocate of quality teaching and learning in RE and a wider holistic curriculum, for all. In Ms Walton, Stratton Upper School have a highly experienced and gifted practitioner of Holocaust education. Thanks to her engagement with the UCL Centre for Holocaust education CPD, the Beacon School London residential and Poland study visit she has a secure and rich range of strategies and materials to draw upon and she deploys and demonstrates that in the classroom and among her colleagues. She has the skillset and experience to be a regional leader in the field of Holocaust education, and wonder if this may be an avenue for future professional development at a regional level for UCL in terms of peer reviewing other Quality Mark Beacon schools

- 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. This has culminated to the school's varied workshop choices for their collapsed timetable Holocaust Day.
- Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials is a key area for ongoing development at Stratton Upper School and middle leaders recognise the benefits of embedding such principles and authentic student led learning opportunities in other schemes of learning and departments.
- Looking at the scheme of work itself, 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 effectively assess students' understanding and there is a clear rationale throughout.
- Stratton Upper School has successfully embedded 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 simple 'moral lessons' for students.
- Teachers independently noted throughout the review process that Beacon School status had significantly contributed to Stratton's expectation of challenge and critical thinking now flourishing. As a consequence, expectations are heightened. Quality teaching and learning follows and students themselves reported feeling they were being pushed and respected by being given this complex and challenging Holocaust material and recognised the importance of embracing this opportunity to learn about something so significant in a meaningful way.
- Stratton Upper School's approach to Holocaust Education continues to contribute to improving teaching standards, raising pupil achievement, aspiration and broadening horizons whilst also strengthening SMSC provision.

This review confirms that Stratton Upper School's Holocaust education provision, its quality teaching and learning **is** indeed outstanding and a powerful contributor to both a curriculum that informs, engages, empowers and inspires its learners and wider school improvement.

\*See also Ms Walton's SWOT analysis

### 3. Assessment, achievement and outcomes for students

- Stratton Upper School attaches considerable importance to matters relating to students' assessment, achievement and outcomes, both academic and holistic. In conversation, the Deputy Head, Ms Harper, and middle leaders were found to be highly focused and dedicated to maintaining standards of teaching and learning, as well as extremely committed to furthering students' progression and personal development.
- The most recent Ofsted in 2015 stated that *'GCSE results are improving strongly and students of all abilities make good progress from their starting points on entering the school' and that 'At GCSE, the gap in performance between disadvantaged students and others is narrowing. In 2014 their attainment was lower than that of their classmates and that found nationally by half a grade in English and one grade in mathematics. These students are now making progress in line with their peers in English and although improvements in mathematics progress are slower, school assessments show that the picture is improving for 2015. Their current progress in mathematics is in line with that of other groups.'* The student voice panel reflected this assessment in that many students spoke in their own terms of how they had progressed and referred to either quality teaching or mentioned specific support to account for their outcomes.
- The Stratton Upper School RE Department is a strong and successful department. With Lead Teacher Ms Walton's guidance and drive, Stratton's RE curriculum offer has produced a researched informed scheme of work on the Holocaust that is solid, now well embedded thanks to good buy in from the team of non-specialists.
- Notes from the review include *'WOW what ambassadors for Stratton'* regarding the student voice panel and their input. The annotations continued: *'Passionate promoters of Holocaust education, articulate and well informed... a credit to school, families and themselves... Great to see such empathetic, knowledgeable and civic minded young people'*. As will be noted below the knowledge of Stratton students regards the Holocaust is well above the national average based on recent UCL research, and this was clear from their comments and reflections.
- Discussion within the student voice panel was wide ranging, but it included talk of the impact and importance of survivor testimony and personal stories. Harry Spiro had recently visited the school and so several students spoke of the power and intimate connection made with the past with this man *'...we could look into his eyes as he spoke the truth about his experiences'*. Several interjected or confirmed others memories of that visit with references to that encounter making the history somehow 'more real'.
- Personal stories were a feature of the Holocaust scheme of work developed at Stratton that the students found particularly compelling, especially the thread of Leon Greenman and family - an Englishman deported from the Netherlands to Auschwitz-Birkenau with his wife and two-year-old son, a thread woven throughout the Centre's teaching and learning materials and is embedded in the Stratton Upper School scheme of work. Along with other powerful and moving case studies that

the students named, principally Leon, Irene Sendler, Janusz Korczak and Harry Spiro, students felt this helped to make the enormity of the Holocaust both accessible and relevant. One student commented ‘We follow these threads of their lives and that’s a bit of an honour really to learn and mark their stories, especially if they were murdered... we could be the only people to remember them or care about their lives before... there are some common bits to the stories, but also so much difference and uniqueness and that’s pretty amazing.’

- When asked why study of the Holocaust was important or relevant today, Stratton Upper School students voice provides telling evidence – not least in the progress and development of their thinking over time. Dr Hale’s 2016 research report exploring students’ knowledge, understanding and attitudes through pre-and post-survey approaches revealed interesting percentage shifts (see below):

Pre-test responses		Post-test responses	
Young people should learn about the Holocaust.....	%	Young people should learn about the Holocaust.....	%
So they understand the causes and consequences of prejudice, racism and stereotyping in society.	57.1	So they understand the causes and consequences of prejudice, racism and stereotyping in society.	54.6
To respect the memory of the people who were killed.	39.8	To stop something like that from happening again.	41.8
To stop something like that from happening again.	35.2	To respect the memory of the people who were killed.	39.8
To deepen their knowledge of the Second World War and twentieth century history.	34.7	To think about the roles and responsibilities of individuals, organisations and governments when confronted with crimes against human rights.	28.1
To think about the roles and responsibilities of individuals, organisations and governments when confronted with crimes against human rights.	19.9	To deepen their knowledge of the Second World War and twentieth century history.	19.4
To think about political questions, about power and/or abuse of power raised by events of the Holocaust.	16.8	To think about the moral questions raised by the events of the Holocaust.	18.9
To think about the moral questions raised by the events of the Holocaust.	16.3	To think about political questions, about power and/or abuse of power raised by events of the Holocaust.	18.4

To look at what can happen if people don't do anything when others around them are treated badly.	15.3	So they have more sympathy for refugees coming to this country to escape discrimination and murder.	17.9
So they have more sympathy for refugees coming to this country to escape discrimination and murder.	10.7	To look at what can happen if people don't do anything when others around them are treated badly.	15.3

- Moreover, in the student voice panel Stratton learners repeatedly stated Holocaust education's importance, affirmed its relevance and a desire to learn more about it:
  - *'I think the main message is so that it doesn't happen again, but we know that it has and is still happening, so we have to get even better at Holocaust education.'*
  - *'Some people might say it's all in the past and why bother studying it anymore, but I think our current circumstances with rising antisemitism and hate and so many wars and crimes going on that we have to keep trying to learn from the past... We have to try to avoid the Holocaust and things like it for the sake of saving and valuing human life.'*
  - *'I think it's important to learn about so we are not ignorant of it or offensive to others.'*
  - *'I'd be difficult I think and flip the question to why wouldn't it be important? Why isn't it relevant for me to learn about?'*
  - *'To prove and to understand that it actually happened so that we all know, truly know that it happened.'*
  - *'It played such a big part in the world we live in today. It shaped borders and politics in so many ways and so should be understood for that reason and give us a way of preventing it in the future.'*
  - *'Of course, it's relevant and important – look what's happening in Syria or in the media headlines about refugees or Muslims.'*
  - *'We have to fight denial, so to do that you have to know something...to be informed and not blind to stuff is important.'*
  - *'Because people like Trump and others spread fake news and denial or make hate worse, and so we need to learn in school the facts or to hear less biased or range of views so we can make up our own minds... I think that's why learning about the Holocaust is so important today.'*

- *'We have to know what has and does go on in the world, even if it is sad and terrible. It shouldn't be hidden from us...it's a terrible part of life and history for so very many people, their ancestors or communities.'*
  - *'We have to wise to it... to hate and prejudice and discrimination.'*
  - *'Rwanda happened, and terrible genocides in other countries since the war, so the Holocaust should be learned about so we don't repeat the same mistakes... there must be warning signs in their somewhere...'*
  - *'It's morally right we learn about it as the victims and those who suffered must never be forgotten and one good way of doing that is in learning about them.'*
- This review can confidently confirm quality teaching and learning about the Holocaust at Stratton Upper School based upon various student outcome indicators, including the student voice panel. When asked what they had learned, surprised, shocked or challenged them in their learning, students were able to recall and articulate a range of insights that demonstrated sophisticated and meaningful learning had taken place. Stratton Upper School, teachers have clearly sought to explicitly challenge widely held societal myths and misconceptions within their planning and teaching of the RE and History Schemes of Work developed during the Beacon School year.
  - There was more than one example in the student voice panel, alluding to *'...the many people, not just the killers, who made the Holocaust happen'* and during the work scrutiny there were numerous examples of Stratton students using evidence and case studies to grapple with the complexity of complicity, compliance and responsibility; itself a meritorious and impressive student outcome. The Centre's *'Being Human?'* lesson was widely credited, by both students and staff, as key to being able to reconsider this issues uncover how and why ordinary people became complicit in mass murder. The case studies enabled young people to pose searching questions about what it is to be a citizen in the modern world among themselves and explore their questions like *'How was the Holocaust humanly possible?'* *'What kind of people became perpetrators and collaborators?'* *'What sort of people resisted the Nazis or risked everything to save their Jewish neighbours?'* and *'Who gains from genocide?'* or indeed, *'Why do some people led or get involved in mass murder and others not, either standing by or actively resisting and rescuing?'*
  - Stratton Upper School has evolving methods of planned, standardised and formal assessment of the Holocaust. In the first instance, one can point to the pre-and post survey data from Dr Hale's survey research data as indicative of impressive substantive knowledge gains. In addition, in RE students are asked to create a museum display about a specific area of focus from their Holocaust studies. This asks students, in groupwork, to consider carefully how we *'narrate the Holocaust'*. An assessment booklet, first produced in 2013, and regularly adapted since, offers students an outline of the task, the timeframe for completion or work schedule, suggested roles within the group, some guidance for research websites and a mark scheme. This rather open-ended project style assessment allows students to draw upon and apply all that they have learned and is reflective of

the shift to students owning their learning and being given independence. Teachers described pupil learning as a result to be 'much richer because of the joined up approach, where students can draw on their History, RE or other subject knowledge to demonstrate their true understanding'.

- It should be recognised, that any formal assessment of the Holocaust in schools is unusual, for as the Centre's own research showed many teachers feel a discomfort with 'Assessing the Holocaust' as such and thus Stratton should be commended for tackling such a challenging and difficult issue. It is pleasing to note also, that the format of that assessment within RE is annually reviewed in line with the school's assessment policy, and previous assessments and further innovative tweaks can still be utilised within the department during the scheme of work as appropriate.
- Much of Stratton RE's planned formative assessment opportunities help students throughout the scheme of work identify their strengths and weaknesses and target areas that need work. This is demonstrated in work scrutiny, where students have responded to teacher marking and ongoing feedback to improve or develop their work; whether in terms of knowledge, understanding or a skill. It similarly provides opportunities for and helps faculty recognise where students are struggling and address problems immediately. This is especially helpful in terms of addressing myths and misconceptions of the Holocaust and it was noticeable that students referenced the shifts in their thinking during a very impressive student voice panel. They provided many examples to illustrate how their knowledge and understanding and thinking had progressed during the study of the Holocaust.
- This review can confirm that teachers have an excellent understanding of student's individual needs, progress and are offer feedback that develops both knowledge and understanding. This was evidenced by range of student voice contributions regards their feedback. Students do know how to progress and are keen to improve, thus willing to act on advice. The scheme of work programmes in time for students to reflect on and respond to formative assessment, and teachers are well able to adapt in lessons when appropriate to spend additional time. Teachers have excellent relationships with students and know their students well – data is interpreted and lessons planned effectively so as every child makes good progress, in large part thanks to effective feedback, a desire on the student's part to improve and genuine time protected within lessons for meaningful student reflection.
- It could be that Stratton Upper Schools Holocaust Education work more innovatively and effectively assesses soft skills rather than strive for the substantive (though that undoubtedly is evident). This would allow for recognition and tracking of resilience, resourcefulness, reflectiveness, reciprocity and respect, values and attitudes. This would make for a compelling case study of impact of Holocaust education provision should this be introduced, even for a class or two, as would be a comparative study that could be used in relation to other history topics in the year or against performance in other disciplines. Such school based researched would reveal much about the impact of Holocaust education on personal development and SMSC or 'soft skills' and the purely academic, and allow consideration for effort and engagement to be tracked in some way. Should this approach be considered then the strong collaboration with the History department could allow

for two very different but complementary data sets emerging; in History assessment could focus on the substantive knowledge and historical skills, whilst the RE could seek to explore the holistic, philosophical, moral and self-reflection realm and point to attitudinal shifts. Should this be of interest and something you would want to develop or consider, then contact [n.wetherall@ucl.ac.uk](mailto:n.wetherall@ucl.ac.uk) for some support and advance.

- A general point regards assessment design that looks to substantive gains, whether in History or RE: In devising an assessment (and marking criteria) it would be efficacious to have clarity about what is expected in terms of substantive knowledge and conceptual understanding. (This could also be added to SoW or clarified in lesson plans too). The danger of not doing this is the exercise becomes one of determining relevance: i.e. this source or example is relevant to whatever is being asked, that one isn't. This is 'source analysis' in a sense, but it is at a superficial level – whilst the evidence from work scrutiny and the student voice panels at Stratton Upper School during this review indicated a high level of knowledge and understanding; does existing Holocaust assessment allow students to truly showcase that meaningful and sophisticated historical substantive knowledge and broader RE conceptual understanding? Moreover, are current assessments truly demonstrating what you want them to?
- A national student study conducted by the UCL Centre for Holocaust Education from 2013 to 2015 suggested that even after learning about the Holocaust, students continued to hold several misconceptions about the topic. Because of this, it was essential for the Centre to work more closely with schools to examine these issues further. Following Stratton Upper School becoming a UCL Beacon School for Holocaust education in 2014 they very generously put itself forward to explore students' reactions to their Holocaust lessons informed by the Beacon School Programme. This is testimony to the school's engagement and willingness to be part of research and to Ms Walton and senior leaders to embed research informed practice, being reflective and open practitioners.
- In the spring/summer of 2016, researchers from UCL visited Stratton Upper School before year 9 students started to learn about the Holocaust (pre-test) and after they had learned about it (post-test). On both occasions students completed the same survey to assess how their knowledge and attitudes changed from before to after learning about the Holocaust. In total, 196 students (94 girls and 102 boys) completed at least one of the surveys. Over three quarters of the students (158 of them) completed both the pre-test and post-test surveys; 16 students did the pre-test survey only and 22 did the post-test survey only. Both surveys consisted of questions to look at students' knowledge of the Holocaust, as well as questions to explore their attitudes towards learning about the Holocaust, their attitudes towards equality for immigrants and their beliefs in a just world.
- Dr Hale's summary findings from her resulting 2016 Stratton Upper School report '*...present a positive picture in relation to what students know about the Holocaust from before to after learning about the topic at school. On many questions the students demonstrated substantial changes in knowledge, for example, their understanding of what Nazi ghettos were, the number of Jewish people who were killed, and the country where the largest number of Jewish people murdered came*

*from. On other questions, ubiquitous misconceptions that are prevalent in society appeared to feature more prominently in students' consciousness, for example, their understanding of what would happen if a member of the military or police refused to obey an order to kill Jewish people.'*

- Overall the key findings and recommendations Dr Hale's study were:
  - *'The findings showed that more students were able to identify the meanings of antisemitism and genocide after learning about the Holocaust. Three quarters of students understood what the term antisemitism referred to, which is excellent. The UCL national study with students found that young people were often unfamiliar with or misunderstand what antisemitism referred to. The implications that this has for their understanding of what happened during the Holocaust are presented on pages 130 to 133 of the report of the UCL national study.'*
  - *'Students' responses to the question asking them to indicate whether or not different people, places or events were connected to the Holocaust suggests that after learning about the Holocaust many related terms were firmly present in students' knowledge. The results showed that students were much more likely to identify the SS, the Warsaw Ghetto Uprising, Kristallnacht, the Nuremberg Trials, and Heinrich Himmler as connected to the Holocaust after they had learned about the Holocaust in school. Thus, the next step would be to facilitate students to recognise other events and protagonists involved in the Holocaust, including the Einsatzgruppen, Bergen-Belsen, and the Wannsee Conference.'*
  - *'There was evidence to suggest that students recognised some elements of the experience of Jews during the Holocaust (for example, most students knew that the Nazis planned to kill every Jewish person wherever they could find them). However, this contrasted to other areas where misconceptions about the victims of the Holocaust prevailed. This included instances where students appeared to be muddled on the totality of the genocidal intent towards Jewish people (for instance a third of students thought that Jews could avoid Nazi persecution if they gave up their beliefs).'*
  - *'As discussed in Chapter 5 of the UCL research report, greater attention is needed in Holocaust education (across the country) to the specific experiences of the different victim groups. Students appear to merge the groups together simply as 'Holocaust victims', blurring important differences. The risk here is that each group becomes a vague and faceless mass, which does a disservice to the people in the past and restricts students' understanding of causality, as well as inhibiting their understanding of the complexity and diversity of that history. To understand why the Holocaust took place, students need to have knowledge and understanding of antisemitism and Jewish hatred within Nazi ideology. Thus, another recommendation of this research is that students spend more time examining the different experiences of the victim groups, which in turn will also enable them to distinguish what happened to the Jewish people. A critical element of this will be to ensure students know why the Jews were specifically targeted by the Nazi regime. This includes students knowing more about Nazism – that is, Nazism as a political movement and as an ideology.'*

- *'The multiple choice knowledge questions revealed that students had good knowledge in some areas (for example, nearly three quarters of students knew that 6 million Jewish people were murdered). There was also an increase from before to after learning about the Holocaust, in the number of students who identified Poland as the country where the largest number of Jewish people came from and where the largest number of killings took place. A substantial proportion of students were also able to identify what Nazi ghettos were.'*
- *Other questions revealed that students still held a number of misconceptions, including the view that Nazi perpetrators would be shot if they disobeyed an order to kill a Jewish person. While there was evidence of a shift in knowledge for many students in relation to the country where most of the Jewish people came from and where most of the killings took place, there were still some students who were unclear of these details (selecting Germany instead). This demonstrates the centrality of Germany in students' Holocaust consciousness and highlights the need to address this prevalent misconception. This issue is discussed in more detail in Chapter 7 of the UCL research report. Students also appeared unclear about the timeline of the Holocaust. Thus, a recommendation from these findings is that attention is given to Hitler's appointment as leader of Germany, what happened when Germany invaded the Soviet Union, and why the Nazi organised mass murder of Jews ended.'*
- *'It is important to recognise that although this study has highlighted some areas that can be addressed with the next cohort of students learning about the Holocaust, on many questions a significant improvement in students' knowledge was observed. On questions where the improvement was not as significant, these issues must not be viewed as criticisms of the teachers (and/or students) at Stratton Upper School. Instead these issues highlight the importance of ongoing reflection and revision for all teachers across the country when teaching about the Holocaust. The willingness of the religious education department at Stratton Upper School to participate in an evaluation of the impact of their Holocaust scheme of work shows a commitment to high quality teaching – both in Holocaust education, and more broadly in the other topics they teach. The results also indicate that Laura's participation in the Beacon School Programme has provided her with expertise in Holocaust education that is having a very positive impact on the students, as well as benefitting her colleagues who have been able to deliver her scheme of work. The UCL Centre for Holocaust Education would like to pass on its gratitude to Laura, her colleagues and students who took part in this important research, and hope to continue working with Stratton Upper School over the coming years.'*
- Stratton Upper School students recognise their progression in Holocaust Education terms and understood that their knowledge and understanding had been improved. One noted:
  - *'I valued and really liked learning about the Holocaust as I found it all really interesting. I have gained lots of new knowledge of the Holocaust and it has been one of the most interesting and important things I have learned... those individual stories won't be forgotten by me and I know I have learned so much for the whole experience.'*

- Of course, assessment, achievement and outcomes for students are not always quantifiable, linear nor data driven and this review is as interested in the intangible gains or benefits of Holocaust education as it is in trawls of mark books indicating levels or grade of progress. At Stratton Upper School, and not for the first time in our Quality Mark reviews of schools, we have found anecdotal, but compelling indication that quality Holocaust education results in other gains for the individual, department and school, often this is to be most found and valued in the context of the most vulnerable groups or learners. In talking to Ms Walton and her colleagues across a range of departments, the following points were raised in this context:
  - *‘Whilst behaviour at Stratton is generally very good, I think it’s fair to say we see low level disruption is reduced when teaching about the Holocaust because students are so engaged in interested in what they are doing... they recognise the sensitivity and importance of the subject and apply and immerse themselves accordingly.’*
  - *‘I think back to a Polish student in an English class who was studying The Boy in the Striped Pyjamas and in doing understood, despite all the controversy about the nature of the book and its use in Holocaust education..., for the first time that the Holocaust was real, and more than that wrestled with not recognising ‘my people’ in that narrative... That was a sobering moment, and I can think of others where other students, including some SEN ones, pennies finally dropped and they got the enormity of the Holocaust... Somehow those moments, thanks to exploring the Holocaust, mix knowledge, understanding, empathy, a sense of identity, and affirmation and that is pretty incredible to see.’*
  - *‘My usually disengaged boys, those who might be a bit dismissive, less selective or thoughtful in their language, acknowledge the other in their Holocaust work and that I think is massive. When those sorts of students begin to empathise and, more than that, self-monitor or moderate in the choices they make in the classroom, that’s an impact as teachers we should celebrate and see as progress....to me those moments, however few and intangible is the achievement legacy of the Holocaust education Laura does and has introduced us all to.’*
  - *I would say the Holocaust programmes success lies in the way it’s been presented to students... It’s not just about the topic, but also the skills and resilience it demands.’*
  - *‘I think in this room and across departments we have ample anecdotal evidence in terms of increased effort over data...you can’t quantify the changes I see I in students and the types of discussions I have about the Holocaust and related issues with individuals or groups but I doesn’t mean they aren’t there or having valid impact.’*
  - *‘When I saw a Yr9 French lesson and the song lyrics Stromae Papasutai being discussed and students applying their Holocaust knowledge and making links to genocide I knew this Holocaust was having impact.... It was so interesting to see students talk about current issues by being informed and insightful about the past.’*

- *'As a senior leader and someone who observes some of these lessons, I would venture that the impact of this work, the difference that it has made, is that it has brought as a sense of gravity, focus and attention...'*
- Stratton Upper School facilitates and ensures Holocaust education is a right for all learners, irrespective of need or ability, is commendable and something other schools, senior leaders and teaching colleagues should learn from across the country. It demonstrates just what is possible when professionals work together in a spirit of openness, collaboration of specialism and vision. Repeatedly this review found examples and evidence to corroborate the view that Mr Watson's educational ethos and vision for the school is indeed lived, where the sense of belonging and community feeds an atmosphere of learning that ensures students can flourish, progress, achieve and prosper; both in terms of academic and personal development.
- The Holocaust Yr9 RE Scheme of Work/Learning at Stratton Upper School takes as its rationale the overarching question of 'Being Human? Exploration of the Holocaust through RE.' Whilst embedded in disciplinary particularity, it has innovatively collaborated with History during the Beacon School Year to shape a sister scheme of work 'Holocaust: Cause and Effect – Exploration of the Holocaust through History'. It is clear from the quality of contributions within the student voice panel and among staff that this innovation and collaboration between RE and History is effective in providing a disciplinary approach that has retained subject identity whilst reinforcing and enriching its contribution and connection to the other. This has brought reciprocal benefits to each department and students have benefitted from that broader base of varied knowledge. Whilst such a collaboration has to be carefully managed in terms of time, scheduling, curriculum design and staffing, the joined-up approach has significant benefits for student outcomes. This was reported by staff and students alike to not be a common approach across the school in other contexts. This review suggests this to be a pity and potentially a lost opportunity to enrich and innovate the curriculum. The cross curricular Holocaust Day could further be a way in to further this opportunity in a small scale, with potential roll out in more coordinated ways possible later? Perhaps English – with something on debunking 'fact from fiction' in *The Boy in the Striped Pyjamas* – would be an area of opportunity and development moving forward?
- The scheme of work/learning asserts its aim as fitting in with the school ethos thus: *'Stratton is a school that values the individual and treats everyone as such. We believe in developing the whole student, not just their academic achievements. The school is located in an area that is very stable, very few people move in or out of the town. We have a duty to ensure that we expose the students to things that are outside their normal'*. It is clear from the tour of the school with students, and in the student voice panel, that students recognise and embrace the opportunities provided by Stratton Upper School, including the success of Holocaust related work and trips, to broaden their horizons and allow engagement nationally and internationally.
- The scheme of work/learning, developed by Ms Walton as part of the Beacon School commitment, outlines twelve sequential lessons lasting approximately 6-8 weeks. This is a significant time and curriculum commitment and Stratton and the RE (plus the History department's six lessons)

department are commended for ensuring the Holocaust does indeed become a priority or flagship issue within the Humanities curriculum and Stratton holistic and SMSC offer.

- Of the twelve RE lessons outlined, six are exclusively based on UCL materials, principles and lessons. In the other lessons, UCL pedagogy and approach has truly been embedded and skilful RE and History practitioners at Stratton have made the lessons their own, fitting the needs and context of their learners or have adapted existing materials and lessons to UCL methodology – as with Irene Sendler lesson and others. ‘Unlocking Antisemitism’, Pre-war Jewish life and ‘Being Human?’, Jewish resistance.
- When asked how successful the scheme of work/learning and whether the individual lessons had gone to plan in the pilot year Ms Walton replied *‘Really, really well.. of course there are things you would do differently or tweak as you go through it, and we do...The students were always engaged and contributing...., we found lessons easily have run longer as students had so much to discuss, so many questions and were really fascinated by it all.’*
- In discussing the scheme of work and what worked/went well and in reflecting on what surprised her it is clear that Beacon School status has significantly changed and help develop RE teaching and learning at Stratton Upper School in a generic sense, as well as in the field of Holocaust education. It is clear from Ms Walton’s reflective comments that pupil outcomes have improved and that consequently students have progressed: she and colleagues spoke of the UCL lesson structure having encouraged greater collaborative and enquiry based learning, more time for and quality of questions and discussions, maturity, resilience to literacy challenge in many of the case studies, materials and sources and a raising of expectation, effort and outcome.
- Many students throughout the Quality Mark review process spoke about ‘enjoying the Holocaust’, but then corrected themselves in some way as felt ‘enjoy’ wasn’t the right word. Their awareness of the power and appropriateness of language was significant. Equally staff reported that a culture and pride in Holocaust education at the school was emerging as word spread of the RE/History scheme of work. Students in all years reflected on the Holocaust experience at Stratton as something distinctive in their school experience.
- As part of this review, an RE lesson – a Yr 9 lesson on resistance - was observed. From the outset, intended outcomes were clear to students: objectives were outlined both via the PowerPoint projected via the whiteboard and by the teacher, and these were reinforced throughout the lesson. A deft approach to questioning was a key feature, allowing students to develop a sense of achievement and enabling the teacher to assess progress. Meanwhile, the central activities of the lesson allowed the teacher to check comprehension and gave students the opportunity to demonstrate their skills of independent analysis and evaluation. As the lesson observation notes in the Appendix indicate, this was a well-constructed and delivered lesson, by a highly skilful practitioner and accomplished trainee, where students consolidated and developed knowledge, good progress was made and understanding was growing.

- It is notable the extent to which the school's approach to Holocaust education, using UCL principles and materials, foregrounds personal stories. It is admirable that Stratton Upper School facilitates survivor testimony. Whilst the survivor testimony encounter is emotive and experiential, Stratton Upper School students felt compelled by the individual stories they encountered in lessons, including the many found within the case studies and UCL materials such as in the Timeline, 'Being Human?' and in 'A space called Treblinka.'
- The opportunity for direct personal testimony by Holocaust survivors is time limited. This fact is not lost on Stratton staff, SLT and the Lead Teacher and consideration is underway for what Holocaust educational experiences at Stratton Upper School, in addition to lessons might look like without such hugely personal, enriching and impactful educational experiences. Interestingly, students too recognise the direct and personal experience they enjoyed recently with Harry Spiro will not be one their children or grandchildren will have. But they have ideas about what can be done now considering the inevitable passing of the survivor generation.
- From work scrutiny, lesson observation, and student voice focus groups, this review found student outcomes are of a high standard. This is borne of intelligent curriculum planning, a reflective and reflexive approach to thinking about assessment, and a robust but sensitive understanding of student progression. This review however urges further ongoing consideration of the assessment framework to ensure this work progresses and enables students to truly demonstrate their quality and high level insights in a rich, creative, informed and skilful way. This point may also link to the need to consider cross curricular possibilities but also current weaknesses. For example, with the English department teaching *The Boy in the Stripped Pyjamas* in an uncoordinated way from the History department, and without using the same guidance for teaching about the Holocaust, this is a lost opportunity for quality subject specialisms contributing to the broader whole.
- As noted previously, the cultural capital of the Holocaust is influencing our young people's knowledge and understanding of the Holocaust – and impeding progression in many ways – thus successful collaboration with primaries, lower schools and Stratton Upper Schools' own English Department is potentially especially key. Students were typically very positive about *The Boy in the Stripped Pyjamas*, describing it as 'emotional', 'provides a child's perspective', 'made me relate to what it would have been like' and 'it made me want to know more'. Whilst the fable has its merits in a literature or narrative form, there are concerns regards its portrayal of historical fact and thereby the importance of timing and coordination to ensure historical study can take place alongside.
- Engaging English, MFL, Drama, Art social science and other humanities subjects with specialist CPD from the UCL Centre for Holocaust Education could engender a powerful and compelling opportunity for an enriched Holocaust education experience.
- This review thereby suggests the need for an audit of existing provision across both academic departments and within the pastoral, SMSC, Citizenship, PSHE agenda to establish where coordination could be possible to reduce myths and misconceptions being reinforced and hindering

historical study later on, and to foster a spirit of opportunity for celebrating subject specialisms whether in a reconfiguring of the curriculum so it is coordinated or in specific collapsed timetable days or enrichment opportunities.

- Should this be considered then it is potentially a powerful vehicle for sharing of best practice, school improvement and innovation. This would help tackle or reduce one of the weaknesses identified in the SWOT analysis by Stratton Upper School staff, regards the pedagogical principles being embedded in History but not shared or understood elsewhere. This is typical of a non-specialist regarding Holocaust education and these principles as niche, the history departments domain, rather than an understanding of much of the pedagogy being about quality, research informed and ethically sound teaching and learning, that is particularly relevant to teaching and outcomes for students exploring difficult, sensitive, controversial or challenging issues.
- The reviewer is happy to support Ms Walton, Ms Harper and Mr Watson and colleagues on this journey towards a multi-disciplinary enriched and nuanced Holocaust education provision should Stratton wish to explore it further and the Centre can supplement this with FREE CPD support which we know delivers significantly in terms of student achievement and outcomes and thereby whole school improvement.
- Whilst the schools' most recent Ofsted report recommended further improvement around consistently high levels of challenge, appropriate to pupils needs and abilities, this review finds that is the case in the teaching and learning about the Holocaust, both in nature of the subject area itself, but also in the resources, lessons and activities developed by RE staff. Work scrutiny, assessment outcomes and the student voice panel powerfully evidenced challenge and progression. Students clearly found the new pedagogical approaches stimulating, engaging, challenging and rewarding, therefore powerfully evidencing challenge and progression.
- Teachers have excellent relationships with students and know their students well. Data is interpreted and lessons planned effectively so as every child makes good progress, in large part thanks to effective feedback that develops both knowledge and understanding, a desire on the student's part to improve, and genuine time protected within lessons for meaningful student reflection.
- 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 exceptional. (Please see examples of student outcomes in Appendices). Therefore, this review identifies feedback and progression as an RE department strength that could be used as example of best practice for wider school improvement.
- When asked what noticeable gains, change (positive or negative) in pupil performance following the Holocaust scheme of learning, as compared to the same cohort studying an earlier or later topic, Ms Walton commented that whilst anecdotally she and colleagues could point to the

impact of Holocaust education on their students, it was not something they could yet formally track or evidence in data. That was not to say there was no noticeable gains in so called soft skills or in valuable holistic developments.

- Ms Walton said ‘Change was most noticeable away from school and during the trips. Here we see how much the students have gained from the Holocaust work we do in school...We see it most in our SEN boys who have become so engaged...They are fascinated by the whole experience of the trip, but within it they recognise their own learning and progress as they can make connections from the classroom to what they see, or even what they don’t see on the trip.’
- Ms Walton went on: ‘Then in the classroom we can see impact as those vulnerable or disadvantaged students are noticeably trying harder, contributing more to discussions and the quality of the work is more insightful...its makes a big, big difference but not something you can easily measure...but then why should we measure everything?’
- Another teacher commented on the benefits of Stratton Upper School’s Holocaust education project, suggesting: *‘Behaviour here is usually very good, students are generally compliant and engaged, but I certainly have seen more pupils engaging in the lessons at a deeper level...this shows itself in the questions they ask, the effort they put in, and even the verbal contributions of some of our learners who typically lack confidence or are often disengaged....I think that change provides a powerful narrative of change and impact.’*
- The 2015 Ofsted report stated that *‘The school makes effective use of pupil premium funding. At GCSE, the gap in performance between disadvantaged students and others is narrowing.’* It should be noted that pupil premium students are offered financial support to enable them to participate in Stratton’s annual Krakow trip. This points to principles of inclusion, a desire to challenges, raise aspiration and offer all its students global opportunities and enrichment opportunities.
- The developing nature of Holocaust assessment procedures could be hugely innovative and exciting in the future. The review wonders whether working in collaboration with the UCL Centre on this may be useful; for example, the research team could specifically look at the existing assessment framework and offer insight to confirm that what you do achieves all that you want it to, or offer insights that may help shape a more effective assessment framework. Either way, this research informed, evidence based approach could enrich the school and Centres’ ongoing partnership – both in terms of the specifics of the Holocaust assessment and regards whole school improvement regards assessment and feedback. The spirit of critical friend, both celebration and developmental focus of the review process means that we can be confident that Stratton Upper School’s annual internal review of assessment will enable and inform ongoing self-reflection of the discussion points raised. This will undoubtedly help ensure that the assessment will truly be useful for both the student and the teacher.

- This review looked carefully at student outcomes and found evidence of high quality substantive knowledge, based upon work scrutiny, lesson observation and student voice. Students from the current Year 9 and Year 10 cohorts could accurately use a range of technical and historical vocabulary relating to the Holocaust, the Second World War, and the rise of Hitler. They used, with facility, a range of terms (including shtetl, *Lebensraum*, 'resettlement in the East', Police Battalion 101, ghettos, camps) and concepts (such as perpetrator, bystander, complicity, propaganda and antisemitism).
- Student voice and input during the review reiterated that powerful learning about the Holocaust had undoubtedly taken place. 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 highlights significant progress given UCL national research that revealed many students, having studied the Holocaust without their teachers taking part in the Centre's CPD programmes, could not do this.

#### **Potential areas for future development:**

- There is clear openness and initial innovative thinking regards linking the RE/History schemes of work to other subjects across Stratton Upper School and a desire to pursue possibilities in the short, medium and longer term. It will be interesting to see how these opportunities build and develop.
- Students' confident use of vocabulary was impressive and marks genuine progress in historical and RE 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 and euphemisms do we use? Similarly, this may relate to decisions and discussions regards imagery/ what sources or provenance they have, and why such questions matter?
- 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?

\*See also Ms Walton's SWOT analysis.

#### 4. The personal development (PD)/wellbeing, behaviour and safety of students

- In the best schools the mission and ethos of the school is deeply embedded in the curriculum. Such schools do not have a narrow view of curriculum as merely the teaching of a syllabus or academic programme but moreover that it is inclusive of all aspects of a child's learning experience and development as a human person. This review finds this to be true of Stratton Upper School.
- The Ofsted (2015) report stated that Stratton Upper School's *'Good promotion of students' spiritual, moral, social and cultural development has a positive impact on their safety and wellbeing. Spiritual and cultural experience are supported well through school visits and visiting speakers'*. This review finds SMSC provision to be outstanding, providing a rich programme of opportunities and experiences, often 'life-changing' encounters or learning episodes, that enrich students' knowledge, understanding of the world, their sense of self, community and place in the world. The Holocaust education, genocide, human rights and values work that underpins the schools mission, is contributing significantly to the SMSC agenda. This provision is excellent, a real strength of school, something for Stratton Upper School to champion, celebrate and further develop in pursuit of ensuring educational excellence, personal development and active global citizenship.
- The 2015 Ofsted report went on:
  - *'The behaviour of students is good. They show high levels of respect for each other, and poor behaviour in lessons is very rare'*
  - *'Students are ready to learn promptly when they arrive in class. They listen carefully to each other in lessons and most are keen to volunteer answers to questions'*
  - *'Instances of bullying of any kind are rare', 'Students of all ages report that they enjoy coming to school'.*
  - *'The planned programme of themes for the week in assemblies and tutor periods prepares students well for life in modern Britain. It includes, for example, topics relating to respect for individual beliefs, the rule of law, and democratic values.'*
  - *'The schools leaders have a clear commitment to equality of opportunity and make sure that students feel confident there is no discrimination. The arrangements for safeguarding meet all national requirements and are highly effective, with regular training for all staff'.*
- Staff repeatedly, and independently of each other, spoke during the review day to the civic and moral dimension of Holocaust education, acknowledging that whilst it is not its stated aim or objective, that study of the Holocaust does seem to heighten students sense of justice. They also spoke of the Holocaust work being central to students understanding of the complexity of human nature. Colleagues pointed to the study of Irene Sendler and questions students asked about what does it take to act in such circumstances? Teachers spoke of the thoughtful and often insightful

discussions that were had concerning such moral and philosophical discussions but also the active listening that was evident during such exchanges and the capacity for students to respectfully consider interpretation and shift their perspectives over time. One colleague spoke of their own 'aha' or moral moment in response to Harry Spiro's recent survivor visit; Harry was asked by a student 'what do you miss?' His simple response; 'my mum' shook the room for its emotional and raw truth. When later he shared his story of survival he was asked how he survived, was it luck, taking a risk, God's will, resistance? To the latter, he said no. To the teacher stood listening – resist Harry had. He had survived.

- Character education, holistic education or the SMSC dimension and school ethos are rightly recognised as a strength in SWOT analysis produced by Ms Walton and the senior leadership team. It is clear from the pre-visit document trawl and the visit, itself including the observation, meeting with key staff and the student voice panel that personal development is a key priority, sitting at the heart of Stratton Upper School aims and values and it is evident that Holocaust education's contribution to that endeavour is both recognised and respected. To this end the review would also recommend consideration of exploring the UNICEF Rights Respecting School status, and/or Values Based Schools.
- The student voice panel participants were exemplary; undoubtedly the best advocates for the school. They clearly felt safe to voice their opinion, were articulate and happy to talk openly, confidently, able to identify strengths and weaknesses of their Holocaust education and wider Stratton Upper School experience. This review recommends more use could be made of your students to speak to wider public, engage other schools and to champion Holocaust education is value and purpose. They were a credit to themselves, their families and to Stratton in their thoughtful, reflective and compelling contributions
- Neither staff nor students reported the existence of antisemitism within the school, or of any recent antisemitic incidents, though the latter could point to examples in the wider world and in the media. Both the Headteacher and staff who were interviewed, independently during the review visit, reported that antisemitism was *'not an issue'*.
- There was also no record of parental concerns or complaints regarding the teaching of the Holocaust in school.
- Ms Walton identified in her SWOT analysis a strength of the Beacon School year being its embedded status within Stratton Upper School's strategic provision of SMSC and fundamental British Values. This has ensured it being embedded in the school curriculum and ethos and secured by policy. It has also been part of Ms Walton's mapping of SMSC/BV audit.
- Staff at Stratton recognise and highly value the deeply spiritual, moral, social and cultural (SMSC) opportunities within Holocaust education. SMSC provision is 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. The conversations with both teachers and

students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to Stratton's development of reflective, thoughtful, mature, responsible and considerate students/adults *'able to leave as good citizens equipped for life'*. One teacher commented that that being a Beacon School had *'highlighted SMSC and shown colleagues we are all responsible for educating the whole child'*. Such an outlook is led from the top – from SLT – from Headteacher to middle leaders like Ms Walton and says much about the school's ethos being lived and breathed and not just in word, motto or strapline.

- When Headteacher Mr Watson was asked about the extent to which Holocaust education contributes to the SMSC, FBV and Prevent agendas of the school, he spoke with passion about the academic, holistic, intended and unintended outcomes of the Beacon School work. He spoke of the 'shallow level' whereby the Holocaust work had provided a useful 'tag to hang many of these concepts like tolerance on'. He also alluded to issues of community cohesion, collaboration and values education. He turned then to the 'historical dimension' or 'British values context' and explained that Holocaust education had informed the way the school now thinks about and shapes its SMSC policy and provision. 'The shots that come off of the Holocaust work...like the impact we see from the trips to Auschwitz...those ripples are far reaching and for some of our students truly are lifechanging, ... the personal encounters with survivors have had far reaching impact on some of our students in their own personal wellbeing...'
- Beacon School Holocaust provision at Stratton Upper School has, in Headteacher Mr Watson's view '...made us bolder about saying to students and parents that we can take you physically beyond Biggleswade, whether leaving the classroom or not, in what we offer... and I think that has a profound effect on self and on family, on aspiration and our drive for ever better provision and outcomes for those we serve.'
- Learners at Stratton Upper School undoubtedly make substantial progress in the realm of personal development and Holocaust education plays a significant role in the SMSC, personal development and values package offered. The holistic achievements and progression of learners is a major strength at Stratton and rightly this dimension is a source of great pride; personal development is highly valued.
- Mr Watson and his staff, including Ms Walton, clearly recognise educational achievement and outcomes for learners are both cognitive and affective; indeed, the latter is especially important given a wide range of learners' needs, experience and local context. Both consider the holistic contribution of Holocaust education to their learners' experience at Stratton Upper School to be particularly significant and a valuable driver of SMSC, a contributor to promoting fundamental British values, personal development and active citizenship. Given the current global and political climate, Holocaust education is likely to become increasingly important and relevant. The UCL Centre for Holocaust Education approach, with its focus on independent learning and critical thinking, will have much to offer students in this context.

- Young people 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 to weigh truth claims made about this complex and traumatic past. Thus, as part of wellbeing, behaviour and ensuring safety, Stratton Upper School recognise the necessity to encourage and develop critical and independent thinking to prevent radicalisation, denial, and 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. Beacon School related work has made a consideration contribution to these enriching and vital opportunities in which the Stratton Upper School learners engage.
- Given the vulnerable nature of some learners in an ‘alternative facts/fake news’ era, attempts to increase students’ ability to interrogate sources (not accept at face value), identify bias, think for themselves, develop criticality are of vital importance. It is key to safeguarding, as well as to students’ ability to engage in the world of work; not be at risk (in any sense); and to 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. Stratton High School’s pastoral team and use of diagnostic soft data is revealing in this regard and used well by staff in terms of classroom planning; case studies, questioning and making sure relevance and skills are understood. Holocaust education has a part to play in such efforts.
- One teacher during the Quality Mark process spoke of a female student who had demonstrably seen impact of the Holocaust module on school behaviour, attitude and work ethic. The student’s attitude to learning and behaviour around school had significantly improved following study of the Holocaust scheme of work, and she commented that *‘...the Holocaust made me really think about my own attitudes... it made me think I should make the most of chances, kinda about being a bit nicer.’*
- Emotional intelligence and literacy is recognised as important by SMT and middle leaders – and students too. Stratton Upper School understand that learning about events such as the Holocaust can be profoundly disturbing. One teacher reflected during the review day on a student’s response to learning about the Greenman family in ‘Authentic Encounters’ and other UCL materials. The student had a much younger sibling and felt moved by the story of Leon’s two and half year-old son, Barney. The connection, relationship or empathy evoked was tangible and a powerful holistic learning experience. The Beacon School programme is credited by Stratton’s middle leaders as supporting young people as they deal with powerful and sometimes disorientating feelings, helping them to express themselves and to develop their emotional literacy.
- One tutor reported: *‘Several parents feel there was a change in their son/daughter’s attitude and willingness to engage and learn’* following the Holocaust work. Another tutor referenced a parent speaking about the fact their son/daughter was coming home talking about their Holocaust lessons

and the case studies in a way they haven't before. One parent, commented it was the only time their child was willing to talk about things happening in school, recognised this as a significant *'change'*.

### **Potential further development**

- UCL Holocaust Beacon School status has clearly played a part in the highly effective promotion of equality of opportunity and excellent SMSC provision at Stratton Upper School. Within the review process senior leaders spoke of their continued desire to seek further opportunities to promote students SMSC development; specifically, of promoting British Values, the importance of Character Education, Human Rights Education and Holocaust Education and its Beacon School status. To what extent might the UCL Britain and the Holocaust lesson, and Holocaust education prove a useful contributor to exploring further issues of fundamental British Values and could rights education further complement and enhance your provision and offer?

\*See also Ms Walton's SWOT analysis.

## 5. Leadership and management

- Ofsted (2015) *'The headteacher, senior leaders and governors are effective because they present clear and consistent expectations for high standards of achievement and behaviour in all aspects of school life. They understand the school's strengths and weaknesses well and have a good capacity to undertake the necessary steps to further develop students' achievement and quality of teaching.'*
- This review confirms the Ofsted (2015) view that *'The school uses its monitoring evidence well to plan for future developments. Both whole-school and departmental plans have a clear focus on raising standards of achievement'*. Whilst Beacon School status was in the 2014-15 school improvement plan explicitly, it is no longer (though following this review it will be referenced in 2017-18 document), but has since 2014 been a prominent feature of the RE department development plan.
- 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.
- 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 Ms Walton has worked tirelessly since 2014 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. Ms Walton has successfully enthused the whole staff – communicating effectively to take all on the 'Beacon School journey' to embed Holocaust education as something meaningful and impactful across the school.
- It is noteworthy that the Headteacher, Mr Watson, is the named SLT link for the school's involvement in the Beacon School programme. This indicates clear support for the programme and has ensured the lead teacher is supported, including the close working relationship with Deputy Head, Ms Harper. Senior leaders *'set the tone'* and together *'make the weather'* for their schools, so with such strong and visible leadership in place, the UCL Beacon School programme enjoys considerable recognition and support.
- It is evident the Headteacher values Holocaust education from a discrete disciplinary perspective, whether in RE or History, but Mr Watson also recognises and appreciates its wider contribution, whether in terms of SMSC and other whole school priorities, or in terms of school improvement. Mr

Watson spoke of the Holocaust's emotive resonance and embedded historical connection, but pointed to issues of pride and Britishness in studying the Holocaust, something within it which speaks to his school communities' identity, values and sense of self. It was clear that Mr Watson was not alluding to a celebratory national narrative of saving refugee Jewish children and such like, but rather in the Holocaust an opportunity to consider the realities of repression, oppression and dictatorship as a lens through which an 'in depth conversation about today's global context can be had.' The stable and insular nature of the school (28 nationalities represented in the school (3% - mostly eastern European, Polish and Romanian), 92% white British cohort) made such conversations 'essential' and not just 'desired'.

- During the review process, Mr Watson outlined the impact of UCL Holocaust Beacon School status at Stratton Upper School in terms his educational vision and the schools mission and ethos. Some of the summary below are indicative of the leadership and management's support for and embracing of Holocaust education and Beacon School status:
  - The regarding of the school as being a *'students school' and school that provides Stratton students the 'opening to the world'* – hugely powerful. This review finds this to be embodied in all that Stratton does, including in the importance, quality and provision afforded Holocaust education.
  - Education as a *'passport for students'*. A dual drive for *'growing adults' who 'will enjoy life and make the most of opportunities'*. To achieve those ends requires an academic core and a holistic experience where challenge and new experiences are seen and relished as enrichment rather than negative change or unreachable. Mr Watson regards this combination as the educational passport.
  - Understanding that all staff; SLT, middle leaders, classroom teachers, internal lunchtime supervisors, support or admin staff as *'one team'*.
  - Aim to ensure students leaving Stratton Upper School are ready for adult living, especially in an *'uncertain world'*.
  - Committed to educating the whole person, need to feed the mind, body and heart and this is reinforced by the trustees and governors who support holistic education.
  - Centrality of relationships; underpins academic excellence and outstanding outcomes for all.
  - Developing confidence in *'what it is we believe in'* as a SLT and staff body – Holocaust education has contributed to that values narrative, review or revisioning of the school ethos, and in so doing has made staff *'braver to articulate regards standards in behaviour or expectations through modelling, both in classroom scaffolding to support learning but also in better understanding ourselves as role models'*

- *Holocaust education and related SMSC and ethos work is ‘embodied in the language of choice’ now used and in the culture of ‘aspiration’.*
  - *‘The training we have done internally, and with the UCL work, ... has given us confidence with practices in the classroom that help staff to see what is possible and as a leader that is great to see.’*
- During the SLT meeting, Mr Watson stated his pride and desire to ‘...celebrate and share the work of the hugely successful RE department ... (namely Ms Walton)...by seeing her take on that Beacon status.’
- Both Headteacher and Deputy, Ms Harper, spoke independently of their commitment to Holocaust education in terms of what its impact was/could, or should be, in holistic, well-being or developmental terms as well as the relevance of such a study of the past for young people. *‘Holocaust education helps reinforce issues of not standing by... it helps us celebrate and identify opportunities for community cohesion, exploring British values... Students are more accepting.... This is especially important for a largely monocultural school and for our efforts to ensure students are outward facing and prepared to engage in an international context’.*
- Mr Watson and his senior staff provide strong and supportive leadership, critical to Beacon School success – 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.
- The passion, commitment and expertise of Lead Teacher, Ms Walton, is widely acknowledged as the heart and soul of the project. Staff spoke about her *‘...taking people with her on this journey’* and of her *‘...enthusiasm and care for the subject matter that has so impressed me and by seeing the impact of this work on her personally and professionally, and more importantly on the young people... you cannot help but care and be impressed yourself’.* Likewise, it was especially telling that a student spoke of Ms Walton *‘...living and breathing it’.* There is an authenticity to Ms Walton’s commitment to Holocaust education that comes across in the classroom and among her peers. This commitment should be celebrated and her emerging expertise shared within the school and beyond.
- The Lead Teacher has undertaken the UCL Centre for Holocaust Education Masters Module, is a gifted Holocaust educator, aspirational middle leader and a passionate advocate of quality teaching and learning in RE and a wider holistic curriculum, for all. In Ms Walton, Stratton Upper School have a highly experienced and gifted practitioner of Holocaust education. Thanks to her engagement with the UCL Centre for Holocaust education CPD, the Beacon School London residential and Poland study visit she has a secure and rich range of strategies and materials to draw upon and she deploys and demonstrates that in the classroom and among her colleagues. She has the skillset and experience to be a regional leader in the field of Holocaust education, and wonder if this may be an

avenue for future professional development at a regional level for UCL in terms of peer reviewing other Quality Mark Beacon schools?

- In Beacon School lead teacher, Ms Walton, Stratton Upper School enjoys a gifted and innovative practitioner, a developing middle leader who is supporting and driving improvement across the school as well as ensuring quality provision in Holocaust education. She is ambitious, reflective and collegiate and passionate about any initiative in education that is holistic. It is unsurprising then that when Headteacher Mr Watson was asked why become a Beacon School and why pursue the Quality mark that his response was *'In the first instance? That's easy, the convincing and infectious passion and commitment of an individual like Laura'*.
- It is clear Ms Walton has been this programmes 'curriculum champion' but, Mr Watson went on... *'As headteacher to have someone come to you with an idea... who can articulate that vision with such passionate commitment as to make clear the real difference it could make to students... who makes a pitch about engagement and civic values and culture and criticality that resonated with me and has since so impacted my students... then you don't really need much convincing... add to that the emotive, challenging and compelling subject matter... the potential for free specialist support from UCL and external recognition...why wouldn't a headteacher say yes to that?'*
- The outcome of this review visit speaks to much of Ms Walton's effort and ambition, the support and encouragement she has received from SLT and the engagement of and collaboration with Stratton colleagues. She is a middle leader who believes in open and reflective practice, sharing with others, fostering collegiality and improvement. The resulting outcomes for students in Holocaust education at Stratton Upper School are thanks in large measure to her passion, commitment and leadership and it is clear to all what Mr Watson means when he speaks of her *'nibbling on the edge of senior leadership'*.
- Succession planning is in place and confirmed independently by both Ms Walton and Mr Watson. There is a clear vision from the Headteacher about recruitment expectations to replace Ms Walton should she leave the school. Within the department there is a commitment to train and develop further around Holocaust education, so there could be internal applicants should need arise.
- Ms Walton is a highly-accomplished classroom practitioner, passionate Head of RE and inspiring advocate for Holocaust education. She is an enthusiastic and effective middle leader who continues to develop teaching and learning in innovate and reflective, outward facing ways. More than that, Ms Walton, in her multiple roles within the school, leads, collaborates and supports students and colleagues alike. Furthermore, she is responsible for delivering aspects of CPD at Stratton – including facilitation of Holocaust education CPD in conjunction with UCL and like other middle leaders at Stratton she has been invested in, becoming confident, equipped and backed by SLT to ensure subject courses are well matched to pupils' interests and abilities and that they can drive and shape ongoing school improvement.

- This review regards the effectiveness of leadership and management concerning Holocaust education at Stratton Upper School to be outstanding. Headteacher Mr Watson, and his senior and middle leaders have created a culture in which every child, regardless of their background, can achieve the highest possible standards within a well-disciplined environment. The range of review meetings finds leaders are unyielding in their desire for pupils to have the best possible education and life chances and determination for school improvement.
- Stratton Upper School senior leaders 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 Ms Walton, 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 within the History department – and across the school - who have embraced the Beacon School programme and adopted the scheme of work or pedagogy. Together these leaders and teachers have taken Stratton Upper School on the ‘Beacon School journey’ – it is an immense team effort, of which all should be proud.
- This is a very forward looking school, whose commendable and empowering vision for its learners, is led from the top, but embodied in the schools’ ethos, character, identity and values. That comes from the Headteacher, Mr Watson, down. He and his senior leadership colleagues and middle leaders recognise the important contribution Holocaust education can make to school life, as evidenced by a very thorough and innovative school development plan.
- Stratton Upper School ‘*knows itself well*’ and this was reflected in conversations with middle leaders and classroom practitioners, where this review found self-evaluation to be both accurate and forward-looking. Much of the staff commentary during review meetings was reflective and developmental in nature. Throughout the review process accuracy in self-evaluation was borne out in work scrutiny, confirmed by student voice, corroborated by staff independently– 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 SLT level and personal professional reflective practice is – in the judgement of this reviewer – a Stratton Upper School strength. All this adds to the culture and climate of continual and shared ‘learning’ among teachers and students alike. So, whilst rightly proud of the Holocaust education achievements to date, there is no complacency, and an ongoing commitment to further development, refinement, innovation and exploring opportunities.
- This review confirms that substantial leadership team commitment to UCL Beacon School status and acknowledges that the success of the programme and Ms Walton’s passionate driving forward of the project would not otherwise be possible.
- Stratton Upper School senior and middle leaders share a potent and profound sense of mission: Holocaust education and being a Beacon School is part of the commitment to there being a place of enrichment, and engagement with learning for all; where rich quality learning opportunities and

experiences are valued in and of themselves.

- The school's senior and middle leaders 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 and staff across the school, during the review visit. Students know their school is a Beacon School for Holocaust education and can articulate its importance in ways that reflected both sound historical, substantive knowledge but also the character and civic values of the school. Several students spoke 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 learning about the Holocaust was meaningful, and an important subject made accessible and relevant to them.
- Ms Walton, as Lead Teacher, was mentored by the UCL Centre for Holocaust Education's Emma O'Brien. It is clear her passion and enthusiasm for her subject specific teaching and learning focus has driven this project – and yet, the success of this Stratton Upper School review is to be found in her ability to ensure senior leadership support and galvanising a spirit of collegiality and community among faculty and colleagues for the Beacon School shared endeavour. People have become immersed in this holistic education work, empowered by the CPD that Ms Walton and UCL have provided. Teachers have used the stimulus and guidance Ms Walton 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.
- There is a prevailing feeling that Stratton Upper School senior leadership recognise Ms Walton's work to date, but also the work still to do and the opportunities that lie ahead; that Beacon School status was 'a learning journey and partnership' and that they look forward to further developing their links and engagement with the UCL Centre for Holocaust Education because of the review process, particularly regards research and future CPD opportunities.
- The success of Holocaust education provision at Stratton Upper School is testimony to the best in respectful working relationships and meaningful communication between SLT and middle leaders.
- There is a justifiable pride in belonging to and being part of Stratton Upper School - both from students and staff. This was palpable with regards to Beacon School status from senior and subject leaders. Beacon School status has been a priority, is a recognised award among the school community and is respected by students. There is a clear commitment to developing this status at Stratton Upper School and among their growing and much valued networks and partnerships.

\*See also Ms Walton's SWOT analysis.

## 6. Commitment to CPD and networks

- CPD – whether internal or externally provided – is highly valued at Stratton Upper School, in terms of ongoing school improvement, a teacher’s appraisal right to developmental growth and investment, but also key to recruitment and retention.
- Facilitation and access to specialist Holocaust education CPD was already telling, prior to Stratton Upper School becoming a UCL Beacon School. The 2014-15 Beacon School application stated an impressive commitment to ongoing professional development and support – especially regards Holocaust education: prospective lead teacher, Ms Walton, had attended a UCL full CPD day and several twilight or special UCL event opportunities.
- Ms Walton has flourished as Beacon School Lead Teacher. As evident in Appendices 5 and 6, the Beacon School programme has been a professional and personal journey that Ms Walton has fully embraced and truly valued. In her own words, the Beacon School experience came at ‘just the right time’. The input, collaboration, inspiration and collegiate experience of that year is described as ‘totally invigorating’ as it gave her a ‘renewed love of pedagogy’ and from that springboard ‘transformative’ teaching and learning has taken place. It has reinvigorated her ambition and she is now actively pursuing leadership and management roles that tackle whole school priorities.
- Beacon School status has enabled Ms Walton to provide CPD opportunities, in conjunction with UCL, both internally and externally – thanks to significant SLT support. Externally, Ms Walton has shared her growing expertise by leading a session at The BAHS conference in July 2016 and the Empowering Young People to Change the World conference in 2017. In addition, the Centre invited Ms Walton to share her experiences with the 2016-17 Beacon School cohort at the London Residential in October 2016.
- Stratton Upper School ran a highly successful CPD in partnership with UCL in January 2015. 17 teachers attended from at least 9 schools. Since then, Ms Walton has organised with the Centre’s Dr Andy Pearce the hosting of at least two UCL twilight sessions, ‘Being Human?’ and ‘A space called Treblinka’, one ran at the schools CPD conference in April 2013. Ms Walton’s mentor, the Centre’s Emma O’Brien, notes that ‘She has been a delight to work with and I would be pleased to liaise with her on facilitating other CPD opportunities for her school and network’.
- Stratton Upper School’s Beacon status, and its bespoke training has contributed to internal, school-wide programmes of ongoing improvement. Colleagues from a range of subject disciplines and experiences contributed to a positive, reflective and stimulating discussion of their CPD experiences of Holocaust education and its impact on their practice. A summary of a wide-ranging and thought-provoking dialogue should allude to the following points being raised:
  - *‘As a trainee I have been fortunate enough to be allowed out to the UCL CPD hosted at Royal Wootton Bassett and also its #EYP2CtW conference and these were really fascinating and instructional opportunities that I don’t know I would have otherwise had without being*

*based here at Stratton and mentored by Laura... There was so much in those two experiences to draw from as examples of their impact, but they were great from my subject knowledge, the use of personal stories was really impactful and helped me understand more about the misconceptions as the sources in the UCL materials really bring the people, stories and issues to life.'*

- *'The training made me really excited after a period where I was perhaps a bit safe, comfortable or bit jaded by so much about the profession... It reinvigorated my love for teaching and working with young people.'*
  - *'What struck me about all the UCL Holocaust training I have accessed is its sophistication and rigour... it doesn't pre-package in the simplistic or dumb down the horror or complexity, it really stretched me and in turn means I've been equipped and more confident about challenging the students... Now I feel like the students and I go on a journey together where we are engaged in discovery, learning all the time as we work through the layers and complexities... utterly brilliant.'*
  - *'It's meant the kids do more. Oddly, I do less but together we seem to achieve so much more and the outcomes are far richer and meaningful for it.'*
  - *'For me, and I think the students as well, this training and approach to teaching and learning has joined heart and mind...I see students empathising but not in a purely emotive fashion, but one that is based on knowledge and enhanced understanding...its become the vehicle for deep reflection and high order thinking about self, the past and the wider world... the whole process has been powerful and all the time based on research and knowing what works in the classroom.'*
- Ms Walton identified in her SWOT analysis a strength of the Beacon School year being the training of staff; noting that all staff teaching Year 9 Holocaust education in RE have completed the UCL full day CPD.
  - Staff completion of the UCL MA online module: The Holocaust in the Curriculum is indicative of the school's commitment to enhancing substantive subject knowledge, pedagogy, academic developments and research-informed practice. Ms Walton undertook the Masters Module in 2016 and Emma O'Brien was her online tutor. She comments 'Laura was an excellent student and contributed enormously to the group forum'.
  - This review finds that the investment in equipping staff to successfully and appropriately tackle and address this complex history and subject matter, combined with the variety of individual needs across the school and wider teaching and learning community, is exceptional. It demonstrates the importance Stratton Upper School affords the subject matter and what can be achieved; it speaks to the broader educational and civic mission statement of headteacher Mr Watson.

- Teacher feedback regards their experience of UCL Centre for Holocaust Education full-day CPD was overwhelming positive and came from various subject disciplines. Each had very different levels of experience in schools; some had whole school or leadership responsibilities. Comments about impact of the CPD provided as part of the UCL Beacon School programme included:
  - *'It's the best CPD I have ever done!'*
  - *'Utterly transformational'*
  - *'It has totally transformed my practice, my way of thinking about education, teaching and learning and life in general. To say it made me think is an understatement.'*
  - *'You know you are attending a Holocaust CPD – and its focus is the Holocaust – and yet you come away with so much more than Holocaust training... You have a common approach that somehow works generically, and works well in the classroom. I think that approach is gaining traction because its current, its relevant, it allows students to think critically, work independently but also empathise and reflect and in so doing look for patterns and look for their own lessons... I think that really help me get a sense of my being more than just a subject teacher, but my being a citizenship or SMSC or pastoral teacher in some way... It's made me better articulate the role model aspect of my being a teacher.'*
  - *'What I loved was that it went from the general to the specific, and then specific to the general; individual to community, Holocaust teacher to the subject discipline teacher or even just plain teacher, from self to student perspective...It was a brilliant day and I learned so much about myself, me as a teacher as well as about the Holocaust.'*
- Ms Harper and Mr Watson are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2017-2021. Dates are to be calendared annually by Ms Walton and the senior leadership team, in liaison with UCL Centres' Emma O'Brien. This will enable more Stratton Upper School teachers access to specialist provision – which can only support quality Holocaust education provision and consolidate school improvement – whilst also enabling network opportunities and sharing of best practice. In addition, the range of UCL twilights now on offer could also be of interest to colleagues at Stratton and among local/regional partner schools. Twilight CPD events can be arranged by contacting the Centre's Tom Haward.

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 Stratton Upper School learners, teachers, UCL and other partners.

\*See also Ms Walton's SWOT analysis.

#### Phase 4: Summary reflections of quality mark visit

Because of these activities the reviewer would like to report

##### What Went Well:

- Pupil engagement in Holocaust education is highly impressive. The quality of teaching and learning, and the outcomes for learners, has benefitted from Beacon School status. It continues to be an area of outstanding practice, expertise and passion, and as a driver for generic quality teaching and learning. Beacon School status plays a crucial part in securing excellent SMSC provision.
- Strong and supportive leadership from the Headteacher Mr Watson, through SLT and Ms Walton 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.
- The passion, commitment and expertise of Lead Teacher, Ms Walton, is widely acknowledged as the heart and soul of the project. Staff spoke about her *'...taking people with her on this journey'* and of her *'...enthusiasm and care for the subject matter that has so impressed me and by seeing the impact of this work on her personally and professionally, and more importantly on the young people... you cannot help but care and be impressed yourself'*. Likewise, it was especially telling that a student spoke of Ms Walton *'...living and breathing it'*. There is an authenticity to Ms Walton's commitment to Holocaust education that comes across in the classroom and among her peers. This commitment should be celebrated and her emerging expertise shared within the school and beyond.
- The Lead Teacher has undertaken the UCL Centre for Holocaust Education Masters Module, is a gifted Holocaust educator, aspirational middle leader and a passionate advocate of quality teaching and learning in RE and a wider holistic curriculum, for all. In Ms Walton, Stratton Upper School have a highly experienced and gifted practitioner of Holocaust education. Thanks to her engagement with the UCL Centre for Holocaust education CPD, the Beacon School London residential and Poland study visit she has a secure and rich range of strategies and materials to draw upon and she deploys and demonstrates that in the classroom and among her colleagues. She has the skillset and experience to be a regional leader in the field of Holocaust education, and wonder if this may be an avenue for future professional development at a regional level for UCL in terms of peer reviewing other Quality Mark Beacon schools?
- The commitment to the status and successful re-designation as a Beacon School can be seen as evidence of Stratton Upper School's approach to ensuring quality outcomes and experiences for all its learners. There is now a difference in teaching and learning regards the Holocaust and some of the generic gains can be recognised in best practice across the school.

- Stratton Upper School 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. The holistic values led approach is a model of excellence, as it does not become 'lessons from', nor atomised from a strong historical base. It is instead embedded in presenting students a range of evidence and stories and the opportunities to develop independent thinking and criticality. Using the UCL pedagogy and principles of practice, supported by excellent questioning, Stratton Upper School have, enabled young people to discern, explore and reflect on the moral and ethical issues arising, and in turn this supports a values based school ethos.
- Stratton Upper School's Beacon School work undoubtedly contributes to developing learners' emotional literacy.
- Students and staff are interested, motivated and enthused by the approach and the subject matter. Student voice was especially strong: students were articulate, offering sophisticated and nuanced insights in empathetic, confident and thoughtful ways. Student substantive knowledge was shown to be sound, their use of subject specific terminology excellent. The students were the Schools best ambassadors regards the impact of Holocaust education, understanding the depth of opportunities they enjoyed at Stratton in this area of study was not common, rightly regarding it a *'...very powerful and important learning experience.'*
- The symbiotic and joined up approach of History and RE means a strong partnership of study is evident – yet each importantly retain its distinct disciplinary nature. This sets a compelling model for planned collaboration in other departments across the school and does demonstrate what is possible. This speaks too, to the 'can do/can try' attitude of staff, and the openness found throughout this review to reflect on existing strengths and consider areas of development as areas for opportunity and innovation.
- Use of nuanced questioning is strong– evidence of range of strategies and types of questioning evident in teacher and student review meetings, along with a commitment to reflective practice and ongoing development. This is also linked to students themselves recognising they were being asked to *'...think and do more'*, that independent thinking was being embedded and expected, so as teachers led less, and students were doing more. Use of teacher talk is also noticeably strong with regards to Holocaust education teaching and learning; Ms Walton's lesson observation demonstrated powerful distinctions between teacher talk, *at*, *to* and *with* students and this best practice should be shared more widely across the school.
- 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.

- Partnership with UCL Centre for Holocaust Education in its role as mentor and critical friend has been extremely rewarding, positive and productive. 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.
- It is clear Beacon School project has been instrumental to staff and school engagement with academic and educational research.
- The forward looking and outward facing nature of the school means that Stratton Upper School is willing to innovate, to partner and to embrace opportunity; Ms Walton's SWOT analysis lists such potential developments as working with the Anne Frank Trust, engaging with national HMD, establishing a trip to London's Wiener Library and greater engagement with the local community, family learning and indeed greater celebration or publicity for the remarkable Holocaust education work undertaken!
- The partnership of Stratton Upper School and the UCL Centre for Holocaust Education has been valued, especially with regards to CPD provision, and this partnership and both look forward to this continuing in 2017-18 and beyond. Contact should be made with Centre's [e.obrien@ucl.ac.uk](mailto:e.obrien@ucl.ac.uk) and [t.haward@ucl.ac.uk](mailto:t.haward@ucl.ac.uk) to arrange hosting of CPD days or twilight events.

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

- To further substantive knowledge, confidence, skills and reflective practice, consider application for FREE MA 'Holocaust and the Curriculum' module for colleagues at Stratton Upper School who have engaged in UCL Centre for Holocaust Education CPD opportunities.
- Consider developing a benchmark for students' substantive knowledge and understanding (short pre-and post survey: 10 questions in History, or within a series of lessons focusing on Holocaust work or an attitudinal survey in RE). This could draw upon the key findings and recommendations of the new UCL research briefings and would support the very strong tracking and monitoring of students at Upper Stratton. 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 (not to replace any formalised written assessment piece already in place). Perhaps a trial or pilot in conjunction with UCL Centre for Holocaust Education research team? An attitudinal survey or use of student voice could powerfully speak to the broader contribution of Holocaust education at Stratton Upper School and the impact on well-being, behaviour and safeguarding agendas (Prevent, SMSC, FBV and such).
- Assessment regards the teaching and learning about the Holocaust needs further thought and development – whether in History or RE context or beyond, both, formative and summative. This could be innovative in nature – but does need consideration moving forward. Student voice, could prove useful and informative here as students did have clear ideas of a range of ways they could demonstrate and showcase their knowledge.
- Include Quality Mark Beacon School Status in the Schools Improvement or Development Plan beyond 2017 – protect the development and reflection time; embed and share best practice as indicated during visit. This could be as a stated target, or as an example or reference point regards holistic aims.
- Conduct a second Holocaust education audit across the school since the Beacon School year. Where do other departments use Holocaust case studies, explore texts with a Holocaust contextual background or focus, whether as individual lessons or as wider schemes of learning? Where are the opportunities for collaboration, restructuring or for a mapping of provision and furthering your thinking regards a spiral curriculum? This could support or inform discussions about further cross-curricular opportunities, and ensure the joined-up approach that RE and History (whilst retaining distinctive disciplinary natures, but embedded in UCL principals and in-keeping with IRHA guidelines) is universally recognised and practiced wherever the Holocaust is taught, referenced or explored. The successful collaboration and dialogue of the History and RE departments, highlights a lost opportunity to date with colleagues in English, MFL or elsewhere in Stratton's curriculum. A new audit process will help identify areas of possibility and serve to

eradicate misconceptions earlier in a whole school coordinated Holocaust education provision or approach.

- This review recommends, if possible, the reinstatement of the Holocaust related cross-curricular day, that might also include a feature or opportunity for community outreach and wider engagement.
- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust within your professional development calendar. Consider 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, both internally at Stratton Upper School, or hosted by you for local and regional partners. Liaise with Centre's Emma O'Brien for 2017-18 dates or opportunities, likewise for twilight opportunities.
- 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/recognition at the appraisal meeting and review. Is there an emerging role for Lead Teacher across the region regards RE/Holocaust education?
- 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 perhaps further 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)? Likewise, this review encourages further challenge for the most able.
- 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 Ms Walton leave, Stratton Upper School 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.
- 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)?
- Given the strong commitment to SMSC, values and holistic learning opportunities, this review suggests consideration of the UNICEF Rights Respecting Schools initiative, and/or of becoming a Values Based Education School. The Centre's [n.wetherall@ucl.ac.uk](mailto:n.wetherall@ucl.ac.uk) can provide the necessary

contact details if interested in considering either of these programmes. The work you do in terms of Holocaust education, would certainly underpin a strong application for either. Likewise, guest opportunities from people like Jacob Dunne to visit, could further enhance Stratton Upper Schools wide ranging work in areas of restorative or social justice, peacebuilding, restitution, forgiveness and reconciliation.

- This review urges you to use your students to champion the school and the cause of Holocaust education. They are truly wonderful ambassadors for the importance of a range of work Stratton Upper School does – not just the Holocaust education. They are hugely proud of their school and teachers and appreciative of the experiences they are offered here, so this review encourages you to give them opportunities to talk or ‘shout about’ this to parents, governors and the wider community. Stratton Upper School is doing some incredible and important work with young people, so it is worth sharing that more widely and loudly – especially your Quality Mark Beacon School status.

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

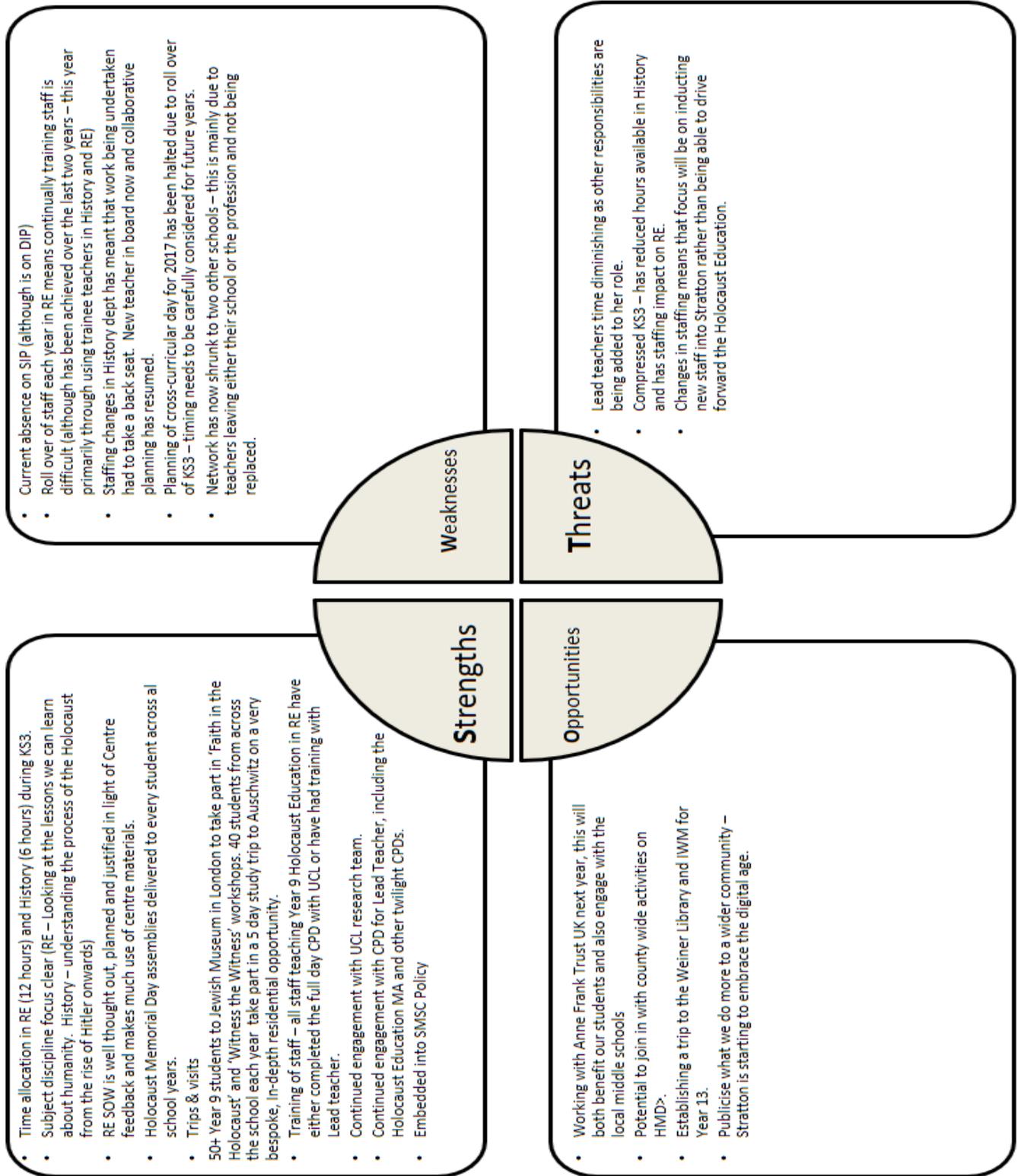
Not applicable as Stratton Upper School achieved full accreditation.

\*See EBIs for suggested areas of ongoing development.

\*Stratton Upper School were fully compliant for the Beacon School year regards inclusion in the SIP. In the period since this has not been the case. The reviewer sought assurances that for 2017- inclusion of the Beacon School status would be made in SIP/SEF documents, even if as a named example for key school targets or foci. This review was satisfied with assurances offered and thereby recommend Quality Mark status to be conferred.



**SWOT analysis:** Completed by Laura Walton, Stratton Upper School Lead Teacher (Beacon School)



**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 Stratton Upper School designation as a UCL Beacon School for Holocaust education from 2017-2021.

\*Renewal of Beacon School status can be again sought within the 2020-2021 academic year. A calendared visit should be arranged to coincide with the teaching of the Holocaust Scheme of Work.

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


**Comment:** In Stratton Upper School's wide-ranging Holocaust education provision and quality practise, you find the core elements of all that is best about UCL Beacon School status. With Headteacher Mr Watson and SLT support, a gifted and ambitious Lead Teacher, Ms Walton, the school has embarked on a journey in partnership with the Centre, which has improved student outcomes, refreshed teaching and learning, encouraged research engagement and helped drive school improvement, reinvigorating colleagues both personally and professionally. It was so refreshing to see disciplinary distinct Holocaust education, but collaborative learning opportunities that allowed for and recognised the valuing of the development of the internal architecture. Holocaust education at Stratton Upper School is excellent and finds its strength in the schools golden thread, its SMSC framework. In speaking to holistic education it provides a pedagogy of culture and provision, this understanding of Holocaust education's contribution to a student's 'education passport' is truly lived. It is a superb example of Beacon school status benefitting whole school educational priorities.

**Date:** July 2017**Programme Director:** Paul Salmons**Programme Director's signature:**


**Comment:** Staff and students at Stratton Upper School are richly deserving of this accolade, recognising an emerging specialism in Holocaust education that has, in partnership with the Centre, transformed teaching and learning about the Holocaust, but also contributed to SMSC and school improvement. This report demonstrates time and time again the transformative impact of the Beacon School programme when you have as reflective, innovative and committed lead teacher as Ms Walton fully embracing new pedagogy and practice, truly valuing the support of Mr Watson and the SLT and the journey. It has truly been a pleasure to partner with Ms Walton and Stratton Upper School, so congratulations on all you have achieved to date and we look forward to collaborating further.

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