



UCL Beacon School Programme

QUALITY MARK AND RE-DESIGNATION REVIEW, WRITTEN REPORT

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DATE OF LAST OFSTED INSPECTION AND GRADE	21-22 November 2017 (graded GOOD).
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	10 January, 2020
QUALITY MARK AND RE-DESIGNATION REVIEWER	Nicola Wetherall MBE, UCL Centre for Holocaust Education





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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 (TandL) 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

- Sandhurst School is a non-selective, community school in Bracknell Forest; a smaller than the average-sized secondary school, with a sixth form.
- At the time of the review visit there were 1031 students on roll. The proportion of pupils considered to be disadvantaged, or PPG eligible, is below national averages. At the time of writing, 13.9% (149) of students are PPG eligible and 8.4% (87) of student's access FSM. At the time of writing Sandhurst School's cohort are in line with the national average in terms of recognised EAL, some 13.8% (142). The proportion of pupils who have special educational needs and/or disabilities (SEND) is in line with the national average. At the time of writing, 10.2% of students have identified SEND need, whilst 0.97% (10) of Sandhurst School students have a statement or EHCP.
- The school is largely mono-cultural, with white British students making up the student majority, though school census data reveals parents self-reporting almost 10% of learners are of Asian or Asian British community identification.
- Most recent DfE published final data (2018/2019) in regard to Sandhurst School reveals:¹
 - Progress 8, -0.18 (average)
 - Attainment 8, 44.5 points (school; as compared to 46.9 points in local authority and 46.7 England average)
 - Entering EBacc, 30% (school, as compared to 30% in local authority and 40% nationally)
 - EBacc average point score: 3.74 (school; as compared to 4.01 in local authority and 4.07 in England)
- Sandhurst School meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at key stage 4.
 - A few pupils in key stage 4 follow alternative courses.
 - Some pupils in Year 11 do work experience one day a week.
 - The sixth form outcomes are in line with the national threshold.

Key Stage 4 Examination Results			
	2017	2018	2019*
Number of students	174	144	181
9-4 English and Maths	67	63	67
9-5 English and Maths	42	41	39
Total Attainment 8	43.50	45.86	46.08
Average Grade	4.31	4.5	4.6

¹ Headline figures and reporting taken from: <https://www.compare-school-performance.service.gov.uk/school/110068/sandhurst-school/secondary>

Average Total Progress 8	-0.26	-0.18	-0.18
% Achieving the E-BACC	24	20	30

- Sandhurst School was last formally inspected by Ofsted in 2017, and adjudged good.² The quality of provision was adjudged by Ofsted in 2017 as:

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programme	Good
Overall effectiveness at previous inspection	Good

- Ofsted's 2017 report recommended Sandhurst School should do more to improve further in one key area: *Further strengthen how leaders and managers develop teaching, learning and assessment so that:*
 - Leaders evaluate teaching and learning to identify where strong practice is enhancing pupils' progress, and accelerate the actions taken to improve weak teaching
 - Subject leaders use school information as well as the leaders of English, mathematics and geography to identify and support pupils who are falling behind, and to raise standards
 - Teachers follow the school's policies, ensuring that pupils use feedback effectively to deepen their knowledge and understanding
 - Teachers have high expectations of what pupils, including disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities, can achieve.
- The 2017, Ofsted visit confirmed that *'Leaders are determined that all pupils will access the full curriculum. Their continual focus on improving attendance is ensuring that pupils, including the disadvantaged, attend school regularly, arrive on time and are ready to learn.'*
- The character, values and vision of the school are explained by Mrs Smith thus (the last point regards 'beating heart' seems most reflective of the School's Holocaust education:
 - *'Our vision statement says our school challenges, supports and inspires every individual to achieve their best... and I know we invest in developing a sense of belonging and an appreciation that responsibility is shared and everyone is valued.'*
 - *'I believe that education is so much more than exam passes and qualifications and so we offer our students the opportunity to join in extra-curricular activities and visits that will help them experience life beyond the classroom and the Holocaust programme offers so many of those life defining, life affirming learning moments... things that cannot simply be conveyed in a classroom but are to be seen, experienced and felt.'*

² See <https://reports.ofsted.gov.uk/provider/23/110068>

- *‘We strive to be an excellent school, rather than ‘outstanding’, so that the pursuit of excellence becomes a habit. The ethos of our school is summed up in the Blatchford quote on our website...’* (“At its beating heart the excellent school is a place where people care more than others think is wise, risk more than others think is safe, dream more than others think is practical and expect more than others think is possible.” Roy Blatchford, Director National Educational Trust)³

Further context

- Sandhurst School’s senior leadership are well supported by governors, teachers and other staff, and together have created an effective culture and a caring community that keep pupils safe and well looked after. Pupils and sixth-form students are fully involved in creating and maintaining this. Effective procedures ensure that safeguarding welfare and all-round development of pupils prepares them well for the next steps in their lives.
- Duty of care is utmost –as much for students’ sense of well-being and value as their own Sandhurst School staff. Safeguarding protocols and principles are implicit, explicit and effective. E-safety, given the amount of 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 review’s experiences of the wider school throughout the day. All safeguarding procedures for visitors are observed; students speak with confidence and are positive when engaging visitors, such as those involved in the student voice panel and in the lesson observation.
- There is a visible climate of celebrating diversity and difference throughout the school, epitomised, as Ofsted repeatedly observes, in *‘Spiritual, moral, social and cultural development is a school strength.’* It was evident throughout the Quality Mark review process that students do feel safe at Sandhurst 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.
- At all times, including during break times, lunchtimes and lesson changeovers, pupils behave in a safe, sensible, calm and orderly manner. Students move promptly to lessons and seem to arrive ready to learn.
- Sandhurst 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.

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

Not applicable, as 10 January was Sandhurst School’s first re-designation/Quality Mark visit.

³ <https://sandhurstschool.org.uk/about-us/headteacher-welcome/>

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/Learning been shared with at least five partner schools?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has Beacon School Status been prominently included in the SIP plan and acted upon?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has teaching and learning about the Holocaust been observed by UCL?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has a SWOT analysis been provided by either Lead Teacher, SLT or both?	<input checked="" type="checkbox"/>		<input type="checkbox"/>

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

Not applicable as Sandhurst School met the expectations.

Phase 2: Summary of review visit methodology

Prior to visit

- Copies of Sandhurst School's school improvement plan, most recent Ofsted report, along with other relevant internal school policy documents were sent to the reviewer.
- A copy of the scheme of work and range of UCL and Beacon School related documents were requested, collated and reviewed, along with links to related policy documents on the school'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 School site
- Meeting with SLT link, Mrs Debbie Smith (Head Teacher)
- Meeting with Lead Teacher, Ms Samantha Hunt (UCL Beacon School Lead Teacher, Citizenship Teacher, Deputy Head Teacher)
- Work scrutiny undertaken, 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 Ms Samantha Hunt, teaching a Year 10 Citizenship lesson from the Holocaust scheme of work. (Notable this was colleague, Mrs Lisa Thompson's class)
- A student voice interview panel: with current students, Year 10+
- Meeting with range of staff who have experienced and engaged with UCL Centre for Holocaust Education CPD and the school's engagement with the programme, Ms Catherine Richardson (Citizenship and Drama Teacher), Mrs Jackson-Jones (Technology Teacher) and Mrs Lisa Thompson (Mathematics Teacher)
- Visit debrief with Ms Samantha Hunt (UCL Beacon School Lead Teacher, Citizenship Teacher, Deputy Head Teacher)

After visit

- Follow up questions or clarification sought via email.
- Letter of thanks sent via Ms Samantha Hunt to acknowledge time and insights of students participating and contributing to the Student Voice panel, and those in the lesson observation and staff meetings/debriefs.
- Drafting and publication of a news item article for UCL Centre for Holocaust Education website announcing Quality Mark visit and outcome.
- Drafting and posting on Centre Twitter feed regards announcement of school's Quality Mark visit and outcome
- Drafting of e-newsletter acknowledgement of the Quality Mark visit and the school's outcome.

- Drafting and sending a letter to Mr James Sunderland, constituency MP for Sandhurst School, raising awareness of the school's visit and outcome, with copies sent to Mrs Debbie Smith and Ms Samantha Hunt.
- Drafting and sending a letter to Sandhurst School chair of governors in order to congratulate the school on its achievement, raising awareness of the review visit and outcome, with copies sent to Mrs Debbie Smith and Ms Samantha Hunt.

Phase 3: Key findings

1. Holocaust education within Sandhurst School curriculum (intent and implementation)

Over time, Sandhurst School has developed and maintained a broad curriculum through the wide range of subjects and qualifications offered. Additional depth is provided through tutor times, assemblies and whole-school study themes. This helps to ensure that pupils have their own well-developed opinions about politics and social issues, such as poverty, inequality and human rights.

- During their Beacon School year, Sandhurst School have built upon their existing provision to develop a clear rationale for their approach to Holocaust education that speaks to affective and cognitive outcomes for learners – in keeping with the pursuit of truth and personal growth pillar. As a result, the provision for and impact of Holocaust education at the school has significantly improved.
- Sandhurst School leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust Education. This is particularly relevant given the focus on closing the gap between the disadvantaged and advantaged as emphasised in the School's Improvement Plan along with its commitment to personal development and quality enrichment opportunities.
- Beacon School status and the working towards Quality Mark status is included in the School's improvement/development plan, and is linked to the designated Lead Teacher, Ms Hunt's, appraisal and performance management targets.
- Whilst Beacon School status and pursuit of the Quality Mark is embedded in the School Improvement Plan, it is recommended that throughout the Quality Mark designation period, 2020-2024, Sandhurst School includes reference to the Quality Mark process in such strategic and developmental plans; this serves to secure it as an ongoing focus, ensure continued senior leadership support for access to specialist UCL Holocaust CPD to continue developing a critical mass of staff able to innovate and work collaboratively. Annual reference to Quality Mark Beacon School status should serve to ensure some of the EBIs of this report are adopted or considered over the coming years. This review would also recommend, where appropriate (principally Citizenship), Quality Mark status is included in subject or department plans or equivalent; this would serve to ensure substantive knowledge and subject specific skills are further developed in some of the identified EBIs.
- The review demonstrated Beacon School status has stimulated or provided further space and opportunities for pedagogic and assessment conversations among Sandhurst School staff. This can only be beneficial to wider reflections upon the future development of assessment and achievement and supporting and sustaining quality teaching and learning.
- There is clear senior leadership team 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 developmental innovative practice and a sense of constant striving to move forward and progress.

- Ms Hunt, as Beacon School Lead Teacher, has a clear sense of what worked well and why, but equally can identify areas for improvement. She recognises that senior colleagues have supported reflection, discussion and planning time for the scheme of work and stated, she felt confident to ask for that time and positive that whenever possible SLT would support or enable it. The complex demands of her role as DSL and Deputy Head Teacher makes this trust and support, enabling and provision, invaluable. The school enables, wherever possible, Ms Hunt to share her growing expertise with colleagues regionally and nationally – including speaking to Beacon School cohorts or presenting at UCL related events.
- At Sandhurst School, staff with an idea and initiative are, by and large, supported, encouraged and enabled where budgetary and staffing compliment considerations allow. This is true within the context of Holocaust teaching and learning.
- Ms Hunt’s Citizenship scheme of work (developed across the year of the UCL Beacon School programme and constantly reviewed and refined) takes as its title ‘Lessons from the Holocaust’. The origins of this approach can be traced to:

‘Dear teacher

I am a survivor of a concentration camp.

My eyes saw what no man should witness:

Gas chambers built by *learned engineers*.

Children poisoned by *educated physicians*.

Infants killed by *trained nurses*.

Women and babies shot and burned by *high school and college graduates*.

So, I am suspicious of education.

My request is: help your students become human.

Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns.

Reading, writing, arithmetic are important only if they serve to make our children more humane.’

- In 2014 the Beacon School application documented how embedded Holocaust education already was – it described its key features of provision for young people:
 - *‘Providing friendship and support to survivors of genocide*
 - *Becoming actively involved in global campaigns to highlight the plight of genocide survivors and*
 - *Educating their peers and the wider community and this subject*⁴

⁴ 2014-15 UCL Beacon School application

- The overall rationale of current provision (linking both the scheme of work, school’s approach to Holocaust education and broader school ethos) presents a comprehensive statement of aims, which are shared with the largely non specialist staff teaching the unit.
1. ‘It covers some content of the GCSE Short Course on Religious Education, focussing on the Jewish faith. Schools have a statutory obligation to deliver religious education to all students in Key stage 4. Lessons 2-9 on the Holocaust are primarily RE lessons as care has been taken to explore the moral and spiritual issues presented by the Holocaust.
 2. It also covers part of Theme 2 in the AQA Citizenship specification:

Key Questions	Issues / Concepts	Content Outline	Content Amplification
The origins and implications of the diverse national, regional religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	Perception of being ‘British’ Identity Multiple identities Discrimination Inclusion Racism Tolerance	In what ways is ‘identity’ an important issue?	<ul style="list-style-type: none"> • What is understood by the term ‘Britishness’? • What are the constitute parts of the United Kingdom (England, Scotland, Wales and Northern Ireland)? • Definitions of prejudice, discrimination, stereotypes and labelling • Why is tolerance important?
How can ethnic identity, religion and culture affect community life? How can individuals, schools and communities promote equal opportunities and community cohesion?	How far is Britain a multicultural society? Equal opportunities Community cohesion Multiculturalism	Exploring community cohesion	<ul style="list-style-type: none"> • How can migration shape communities? What are the different forces that can bring about change in communities over time? • Contemporary issues relating to: living in a multicultural society; and community cohesion. • What might be identified as shared or common perspectives and values? • What steps has the Government taken to reduce discrimination and disadvantage?

			Could anything more be done?
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- For the purposes of this review it was lessons 2-9 of the 15 hours of the Citizenship scheme that was a key focus. However, the review also seeks to acknowledge the wider related curriculum offer in History and RE, and the excellent SMSC, enrichment and extra-curricular that makes Sandhurst School’s provision and practice so impressive for its range and depth. It is a bold and admirably aspirational approach that does see intent played out in several distinct ways. As Ms Hunt noted:

‘When I first proposed developing Holocaust education at Sandhurst School, two questions informed my thinking:

- 1. What is school for?*
- 2. What attitudes, qualities and dispositions do we want Sandhurst School students to develop by the time they leave our school?*

*Of course, the core purpose of any school is to ensure that young people leave with the qualifications they will need to secure meaningful employment and to make successful lives for themselves. This is vital for **their futures**. However, I passionately believe that the purpose of education is far greater than that. As educators, we have a vital role to play in helping the next generation to develop the skills, motivation and qualities they will need to live happy, healthy lives, and to become citizens who make a positive impact in the world.*

*For the sake of **all our futures**, we need to develop young people who are aware of the wider world and have a sense of their own role as a world citizen; young people who respect and value diversity; are outraged by social injustice; who actively participate in and contribute to both local and global community; and who strive to make the world a more equitable and sustainable place. I aim to instill in our students a sense of agency – the knowledge that, with effort and commitment, they can make a positive impact on the world. I wanted to give our students the opportunity and motivation to be active **upstanders** rather than passive **bystanders** when faced with the oppression of others. I believe Holocaust education is a perfect vehicle through which to develop these qualities in our students.’*

- The curriculum intent of Holocaust education at Sandhurst School is clearly defined as contributing to SMSC, (fundamental) British Values, and personal development. There is a clarity around thinking regards Samantha Powers term ‘**Upstanders**’ and embodied in Elie Wiesel’s words ‘*The opposite to love is not hate, it is indifference*’ and in Edmund Burke’s ‘*All that is necessary for the triumph of evil is for good men to do nothing.*’
- In terms of provision for and experience of quality Holocaust teaching and learning across the curriculum, Sandhurst School leaders have constructed a curriculum offer that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. In line with the wider schools’ values and ethos – Holocaust education and genocide and human rights related teaching and learning is embedded in respect, empathy and inclusion: Holocaust education is seen as a right; an opportunity for all irrespective of stage, age,

ability or other factor. Such learning is possible through creative, personalised learning when appropriate to ensure all can encounter this subject matter and develop as a result.

- The Sandhurst School Approach to the Holocaust (and subsequent genocides and human rights abuses/concerns) rests on five pillars:
 1. Education
 2. Commemoration
 3. Practice experience
 4. The development of personal relationships
 5. Personal challenge

- The Holocaust scheme of work within Citizenship provides a curriculum framework that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment but has been developed with an intentional civic focus of ‘Creating Change’. It is deliberately both outward looking in terms of international perspective and its desire to develop students becoming active global citizens, but also inward looking, helping support young people develop their identity, values, encourage self-reflection and enhance emotional literacy and resilience. In the former regard, they keep with the spirit of George Santayana when he said ‘*A man’s feet should be planted in his country, but his eyes should survey the world.*’ As Lead Teacher and Deputy Head, Ms Hunt, explained:

‘In developing the overall model of Holocaust education at my school I followed John Kotter’s 8-step Change Model to implement the change I wanted to see.

Step 1: Create Urgency

*I began conducting an audit map of Holocaust education at the school. This revealed that a number of subjects, most notably History, English, Drama and RE, were attempting to tackle this complex topic, without any cross-curricular discussions or agreement. The end result, I concluded, was a confusing, incoherent strategy involving contradiction, repetition and misinformation. For example, the English department was deeply committed to using *The Boy in the Stripped Pyjamas* by John Boyne, a fictitious tale which fundamentally contradicts the factual narrative endorsed by the History department. Similarly the History department was determined to avoid the use of atrocity images whilst the RE department used them liberally. I created awareness of this problem by creating a discussion forum between the 4 departments and further convinced them of the need for change and a coherent strategy by revealing the worrying results of the survey of student knowledge and understanding about the Holocaust I had conducted.*

Step 2: Form a Powerful Coalition

Once each department had accepted the need for a coherent strategy, I was able to convene an enthusiastic sub-group of representatives from each subject to work together to create the future strategy.

Step 3: Create a Vision for Change

I conducted extensive research into good practice in Holocaust education, attending courses in the UK, Israel, Germany, Greece and Lithuania. Most notably I consulted guidance given by the International Holocaust Remembrance Alliance (IHRA) and the UCL national research 'What Do Students Know and Understand about the Holocaust?' (2016)

*Central government presently maintains "that every young person should be taught the history of the Holocaust and **the lessons it teaches today**". The last part of this sentence informed my conclusion that we should take an unusual approach to Holocaust education, emphasizing the contemporary relevance of the Holocaust and the lessons we might learn from it. For this reason, I made the radical decision to remove the main teaching of the Holocaust from the History curriculum and place it instead into the Year 10 Citizenship programme of study. Whilst History still teaches a few lessons in Year 9, 15 hours is devoted to the subject in Year 10 Citizenship, a compulsory subject for all students.*

Step 4: Communicate the Vision

The research enabled me to guide the sub-group to reach an agreed vision of the way forward. The members of the sub-group then enthusiastically communicated the plan to their departments.

Step 5: Remove Obstacles

The agreed cross-curricular plan required finance. I presented the plan to the SLT and governing body, being clear about the intended benefits and outcomes of the programme in order to secure the funding required.

Step 6: Create Short-term Wins

I quickly led the sub-group to organise the first Holocaust Remembrance off-timetable day and surveyed the students afterwards to demonstrate the success of the event, in order to win over any residual sceptics.

Step 7: Build on the Change

After the first rotation of the new programme, I analysed what could be done better, to ensure continued improvement in the following year.

Step 8: Anchor the Changes in the Culture

The Holocaust Education programme is now fully embedded in our school. The Beacon status and the Quality Mark are important in order to secure its position as an important aspect of our school curriculum and ethos.

All students in Year 10 study the history of the Holocaust for 9/10 hours in their compulsory Citizenship lessons. This culminates in an off-timetable day where students hear the testimony of a Holocaust survivor (usually Zigi Shipper) before exploring the contemporary relevance and lessons we might learn from the Holocaust for a further 4 hours. The students are also given the opportunity to participate in a 3-day visit to sites related to the Holocaust in Poland, including a tour of Auschwitz-Birkenau. This year 67 students participated.

The needs of students and inclusivity have been paramount throughout the development of the Holocaust programme. I conducted an audit and analysis of the school's extra-curricular programme and became aware that the Nepalese students at our school (they form 12% of our intake) are far less likely to participate in residential visits, particularly abroad. I convened a discussion group with parents and leaders of the Nepalese community to understand the reasons for this. It became apparent that the reluctance was not due to financial constraints. Rather, there was a general concern about trusting the care of their children to those outside the family and a misunderstanding that school trips were 'frivolous holidays' rather than educational experiences. To address these misconceptions and worries I worked with the Nepalese community for several months to organise a 3-day visit to Poland for Nepalese children, their parents and leaders of the Nepalese community, in order to address their concern. This proved highly successful and there has been an increase in the number of Nepalese students participating in subsequent visits to run to Poland, Bosnia, Rwanda and the Calais refugee camp.'

- The 'Creating Change' model offers a framework for transformative change that resonates with the Scholar, Citizen, Ambassador model developed at Harris Academy South Norwood (itself a UCL Centre for Holocaust Education Quality Mark Beacon School) for the scheme submitted to the Centre explicitly places the Holocaust both within the wider context of antisemitism and alongside other genocides within the twentieth century and to human rights and civic agendas. In so doing, it demonstrates the commitment to a strong disciplinary and academic focus (the scholar) on one hand, with a values and civic dimension on the other (citizen/ambassador). It is evident the purpose of the scheme of work/learning is to build upon the framework of the Sandhurst School Intent or core mission, to provide 'the Opportunity to Succeed', thereby ensuring impact beyond the Citizenship classroom.
- In terms of curriculum implementation; teachers contributing to the Holocaust curriculum offer, especially the Citizenship Scheme, have good knowledge of the subject and, where that is not the case, leaders (principally Lead Teacher, Ms Hunt) provide effective support for those teaching outside their main areas of expertise. Based upon the lesson observation, student voice panel, staff feedback and work scrutiny during this review it is clear those delivering the Citizenship scheme

present subject matter clearly, promoting appropriate discussion about the complex, challenging and difficult subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately – drawing upon UCL Centre research findings, research briefings and latest IHRA guidance, and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.

- In terms of the Holocaust, Sandhurst School students will spend some 9 hours/or a 15 lesson Citizenship scheme, prior to a Holocaust Remembrance (collapsed timetable) Day. The Citizenship scheme of work enables students to explore:
 - Pre-war Jewish life
 - How life changed for the Jews when the Nazis came to power
 - The Nuremberg Laws
 - Kristallnacht and the Kindertransport
 - Life in the Ghettos
 - Moral dilemmas facing the victims of the Holocaust
 - The role and nature of the perpetrators
 - The role of rescuers and bystanders
 - The Final Solution (particularly the operation of Auschwitz-Birkenau)

In addition, the Holocaust Remembrance Day consists of 6 component parts.

1. A short introductory questionnaire task
 2. The Badac Theatre Company perform *Ashes to Ashes*,⁵ based on testimonies of survivors of Auschwitz-Birkenau
 3. A drama workshop led by the Badac Theatre Company
 4. A session exploring the lessons that **society** today might learn from the Holocaust
 5. A session exploring the lessons that **individuals** today might learn from the Holocaust
 6. An opportunity to hear survivor testimony
- Each lesson within the Citizenship scheme is framed with learning objectives (most often framed for the teachers benefit – especially relevant for non-subject specialists delivering the Citizenship Holocaust scheme), for example, lesson 2 on pre-war Jewish life states:

'It is vital that students have a strong appreciation of the diversity and vibrancy of pre-war Jewish life and culture before they encounter the lies and distortions of antisemitism. This knowledge is essential for a number of reasons:

- *Students should not see Jews and Judaism as defined by the Holocaust -an exploration of pre-war Jewish life can help to counter this danger*

⁵ See: <https://www.badactheatre.com/shows#/ashes-to-ashes>

- *Students should be given an accurate description of Jews in order that they are equipped to recognise that the antisemitic images they encounter in this topic are false*
- *The Holocaust murdered millions of individuals, but also destroyed a way of life that had developed over centuries. An appreciation of this way of life is necessary to understand that part of the legacy of the Holocaust, is the culture that was lost.'*

Again, there is a clarity of purpose, a rationale that runs throughout the scheme linking intent with implementation, whilst supporting teachers in the classroom. Whilst it might be possible to argue with the intent – it's explicit, consistent and well executed.

- The students are each given an A5 workbook that accompanies their journey through the Holocaust Citizenship scheme. Whilst Ms Hunt made very clear that her aim was to reduce writing whilst maximising literacy and oracy opportunities in active listening, debate, conversation, self and peer reflection, this resource acts almost as a reflection journal, student jottings and a source of inspiration featuring as it does the 'Lifetime of Love' letters, a sample of moral dilemmas and so on. Student voice revealed how important these small books, albeit with little writing, were. Along with the Auschwitz visit A4 'Purple books', these are prized 'personal' possessions and provide evidence of students engagement and investment in their Holocaust studies. This begins to speak to the issues of curriculum impact, and whilst data and conventional tracking of Holocaust education is not available at Sandhurst, in the absence of formal assessment, learners are developing detailed knowledge and skills across the Holocaust informed and enriched curriculum and, as a result, achieve well.
- As this review will acknowledge throughout – there is much to commend, indeed some of the work is so innovative that it is European leading – the linking of Holocaust education to teaching and learning about genocide is both a challenge and an opportunity, a significant strength and area for ongoing development or refinement. Our principle focus for review, is the provision for and experience of teaching and learning about the Holocaust – rather than genocide – but, in developing a scheme of work that places the Holocaust within the context of the latter, and states bold civic and human rights focused aims, it is worth considering the extent to which a model like Stanton's 10 stages can be utilised as a conceptual framework upon which all you do can be hung. Utilising the 10 stage or warning signs model⁶, is not intended, as it so often is poorly reduced to, as a comparative tool? Gregory Stanton well understood both uniqueness of circumstances, history and experience of genocide, whilst observing common themes or dimensions. Inevitably, caution is needed in order to prevent an implicit bias becoming judgement, a 'victimisation Olympics' or some other ranking of genocide to follow in students thinking, but when introduced early to students and applied/modelled as a framework for thinking about human behaviour, rights, and so on then it can powerfully secure the knowledge, understanding and application of skills that your curriculum seeks. Whilst able to be used retrospectively in the case of the Holocaust, Cambodia, Rwanda, Bosnia and Darfur, it is not simply a tool of hindsight, but is forward looking, for prediction purposes and identifying warning signs today. The use of such a theoretical application would be

⁶ See Genocide Watch - <https://www.genocidewatch.com/>



commendable – advancing your thinking regards students sharing a vocabulary for understanding human rights, crimes against humanity, mass atrocity and genocide, past and present. It could also be used within your safeguarding and behaviour context, and complimentary to your vision and school values. This work would also compliment the introduction of the Pyramid of Hate that feature in the Year 10 Citizenship scheme.

- The Holocaust scheme of work offered in Citizenship at Sandhurst School has developed with careful consideration for disciplinary integrity. The curriculum intent of the scheme was clearly civic and moral from the outset, seeking as it does to be informing and transforming attitudes and behaviour. Whilst explicitly a *'lessons from'* scheme, it is not dogmatic and prescriptive in what those lessons might be. It is true Ms Hunt and colleagues are determined that young people should think and respond to these issues and resulting questions. That said, there is a lot of 'history' in the scheme and some significant cross-curricular skills and approaches that can be identified and seen to reinforce prior learning; for example, continuity and change, chronology, cause and effect. Part of that is simply to provide students with the context of the history, but the Citizenship scheme also provides students a conceptual framework to think critically, opportunities to distinguish between claim and opinion, to form arguments collectively and individually and come to make reasoned judgements based on the weight of evidence as well as human emotion, and values. At its most effective, this approach enables Sandhurst pupils to gather knowledge about the Holocaust, whilst locating themselves in the present and to understand the inescapable relevance of that past to the future. In this sense, the Sandhurst School approach to Holocaust education, and genocide more broadly, is a strong example of its value to empower young people to safeguard the future by learning about the past.
- Provision in the Beacon School year scheme of work allows for some 9 hours of Citizenship lessons; each lesson of 1 hour, over 2-3 half terms (October-March). This precious curriculum time is well spent, allowing for key themes and complex issues to be considered fully.
- This scheme of work **does not, currently,** include a range of UCL Centre for Holocaust Education materials, which is not typical of a Beacon School – and there are opportunities where greater use could be made of the existing suite of Centre materials or even case students within Sandhurst's curriculum offer. **However,** despite this obvious omission, **the school's approach to Holocaust teaching and learning is consistent with the pedagogical principles of the Centre.** For example:
 - Abundance of individual narratives used, within the lesson observation and across the scheme, including witness testimony. This is a powerful way of engaging students and opening questions and humanising understandings of the Holocaust.
 - Sandhurst School staff reflect carefully on what constitutes an 'atrocity image' and consider carefully their ethical use with young people.
 - Staff assume a 'duty of care' for the emotional well-being of students studying the Holocaust – and beyond.
 - Staff aspire to using language precisely, and expect students to do likewise
 - Embrace complexity and avoid simplistic, reductive answers where possible



- Staff directly address issues of antisemitism and other forms prejudice when they arise
 - Curriculum is increasingly adept, along with teaching staff, at avoiding stereotyping and generalising without acknowledging caveats and nuance
 - School ethos and curriculum, teaching and learning approach works hard to ensure that Jewish people are individuals, rather than nameless victims without agency: as people who aren't solely defined by the Holocaust
 - Are clear with students that the Holocaust was not inevitable
 - Sandhurst is research-informed regards its Holocaust teaching and learning and has built curriculum and learning episodes to respond to student and societal myths and misconceptions
 - Delivers a clear message that genocide is a social act and not just the work of one person – e.g. Hitler
 - Staff flexibly respond to the needs and concerns of students to ensure Holocaust education is a right for all learners irrespective of stage or age, with the right support, materials and approach
 - Sandhurst constantly considers how Bruner's 'spiral curriculum' can be a helpful tool in thinking about how Holocaust education can be delivered to different groups
 - Appreciate that while contemporary events are quite distinct from the Holocaust, a study of the Holocaust may offer a lens to provide different understandings of the present
 - Sandhurst staff do not shy away from feelings of uncomfortableness and disquiet that may emerge when and where they will in teaching about the Holocaust
- There is a clear, overarching rationale and a sense of purpose befitting the school's ethos, cohort and its SMSC context. Few schools could boast such a consistent, values driven and strong civic, lived embedding of Holocaust education and advocacy within its culture and community ethos than Sandhurst School.
 - Whilst the Sandhurst School curriculum focus was its Citizenship offer, Beacon School status resides with the school, not with a specific subject or teacher. So, beyond Citizenship, there are other components of related curricula to consider: take first the Holocaust Remembrance Day for Year 10 students. This is not to be confused with the school wide marking of Holocaust Memorial Day, but a collapsed timetable day at the end of the Holocaust scheme.
 - Ms Hunt and colleagues facilitate annual visits to Holocaust site in Poland – the 'Auschwitz trip' is regularly oversubscribed and impactful. Students receive a 'purple book' to support the visit, which includes a historical summary, maps, eyewitness testimonies and sections for notes and reflections. As will be noted later, the impact of such an opportunity is recognised and understood by participating students, staff and indeed families.
 - Beyond the Holocaust, the school's educational visits to Bosnia and Herzegovina, build upon the RE scheme which explores what happened in Srebrenica is part of a topic of work on war and conflict that lasts for around 8 -10 weeks. Students explore what happened in Bosnia and the role of the UN

thanks to this study, whilst more recently, have begun to engage meaningfully in the refugee and migrant crisis, resulting in complex visits to Calais. As a result of participating in these international opportunities, cultural awareness and personal development benefits. For example, students tend to become more active about informing their community and wider world about the genocide or human rights abuses; developing an acute sense of social justice. They come to reflect upon Desmond Tutu's words: *'If you are neutral in situations of injustice, you have chosen the side of the oppressor'*. As a result, students find their voices through the Amnesty International Campaign Group and by supporting refugees, a local food bank, the local Camberley Muslim and LGBT communities.

- The schools uniquely distinctive feature in its impressive Holocaust and genocide curricula, is the inspirational 'Reaching Rwanda' Project which has 3 main aims:
 1. To provide learners with the opportunity to become actively involved in planning, executing and evaluating a charity fundraising campaign
 2. To enable learners to choose exactly how the money they raise is spent, and to see how the money benefits the lives of the recipients.
 3. To enable learners to develop personal relationships with children in Africa.

By participating in the project student are given the opportunity to meet survivors and learn about Rwandan culture, send messages 'of love and support' to their Rwandan friends in letters, emails, skype assemblies, get more involved and embrace the whole school and wider communities in galvanising a charity collection effort that results in tonnes of donated items being shipped to Rwanda. Students make and exchange personalised gifts, raise their trip funds, and as a result of their efforts the Reaching Rwanda programme has:

- Fully renovated a survivor village, providing homes for more than 60 impoverished people.
- Gifted farm animals and provided training in animal care and husbandry for 40 Rwandan families
- Supplied 2 pumps, providing free, clean water for 600 orphans in 2 survivor villages
- Provided a fresh water facility to supply a school of 2,500 children
- Created more than 40 businesses in Rwanda, providing employment for approximately 120 survivors. This includes 4 sewing co-operatives, a bridal-wear shop, 2 kiosks in hospitals, a mobile catering facility, a hair-dressing salon, market stalls, a grocery shop, a garden centre, a charcoal wholesaler and property rental.
- Paid for the education and vocational training of more than 40 children
- Provided tonnes of equipment for 4 schools and 3 centres for orphaned street children

Work is now starting on building a second survivor village and an education centre for children.

And throughout has maintained that this is about relationship building, friendships and not charity. Ms Hunt speaks powerfully, emotionally when she reminds students that a Rwandese child's life changes forever, because of their efforts, their friendship, their involvement, even in the orphans receiving of new clothes and simple toys. This is deep, meaningful, lifelong learning – a civic

curriculum approach that is relevant, makes a difference, and is holistic. It is this reviews belief that this is **‘real education’**.

- It is pleasing to see Beacon School status understood and embraced by the school; with innovative pastoral opportunities, marking HMD with assemblies and in collaborative and innovative working. It is clear to this review that Holocaust education provision has improved and been refined as a result of the Beacon School programme, whilst also benefiting from Sandhurst’s distinctive approach. It has been a flourishing and mutual partnership of learning between the school and Centre. The UCL Centre for Holocaust Education are grateful to Ms Hunt for her willingness to share Sandhurst’s experiences and her insights with other Beacon cohorts, most recently in London in October 2019, and we remain committed to this partnership.
- Within the focus group, students referenced the following by way of illustrative example:
 - Survivor visits/testimony encounters, for example Zigi Shipper BEM
 - Curriculum content
 - Assemblies
 - Marking of Holocaust Memorial Day
 - Sixth Form engagement with the Holocaust Education Trust’s ‘Lessons from Auschwitz’ project.
 - Schools’ Auschwitz trip
 - The school’s genocide awareness component to the scheme of work
- Whilst there is some degree of parents and the wider school communities’ awareness of the Beacon School programme, it is hoped, following this review and the award of Quality Mark status, it will provide the impetus to raising the status of the UCL Beacon School programme and the school’s Holocaust education curriculum offer; a chance to engage with the local media, feature the accolade in the school’s newsletter, on the website and via social media – even with James Sunderland MP.
- In a similar spirit, it is likely that staff awareness will grow, beyond those immediately involved in the Beacon School programme, upon award of the Quality Mark. Future twilight and CPD opportunities may lead to, where appropriate, cross curricular or enrichment opportunities and in that way Sandhurst School’s critical mass will develop alongside an innovative and responsive curriculum provision for Holocaust teaching and learning; a successful Quality Mark review visit will lead to more interest and engagement from across the school community and that can only help drive ongoing school, not just Holocaust education, improvement but also see you further share best practice with others, a true ‘Beacon’.
- A Holocaust education curriculum audit or mapping document was submitted at the start of the Beacon School programme, along with a copy of the pre-Beacon School year existing scheme of work. Considering these documents, including the school’s Beacon School application form, it is evident just how far developments in Holocaust education have come. Despite this progression, it is

pleasing that Ms Hunt and colleagues remain reflective and ambitious enough for ongoing development beyond the review visit and re-designation process. There is a clear commitment to this being an ongoing journey; an evolutionary process.

- Judaism is explicitly taught in KS4 Religious Education at Sandhurst School, in the context of GCSE RE, Eduqas Route A. This review notes, that this teaching and learning about Judaism and Jews helps provides students a rich understanding of Jewish belief and practice and the diversity of its culture; ensuring that Sandhurst's students only experience of Jews or Judaism within the curriculum is not only their presentation as victims of Nazi or other persecution, on the basis of a racial definition – but a rich, diverse community with a complex history. It should be noted, curriculum time and examination specification constraints are common in all schools, and it may be there are additional opportunities to enhance understanding of Jewish culture and traditions beyond the RE classroom – perhaps within tutor time programmes or in enrichment. It was pleasing to see some of that play out in the review's lesson observation, where the diversity of pre-war Jewish life was revisited, demonstrating that Citizenship understood that humanising and contextualising Jewish life should not simply be seen as the jurisdiction of the RE department, but as an opportunity for further enhancing best SMSC practice across the curriculum.
- In schools where pre-war Jewish life is discussed and explored there is often a tendency to focus on short term depictions of Jewish life in the interwar years, rather than a cultural, historical and religious spectrum of Jewish experience. Within RE, it may be worth considering including in Religion and Philosophy 'Origins' discussions, God in Judaism and the importance of God in the Shema prayer and linking with the views of the afterlife. Similarly, when examining human rights, students could consider, exploring how the religious (not just civic) rights of Jewish people were violated during World War Two and the need for the United Nations, or work on 'Religion and the media' related themes could consider antisemitism and how Jews were/are depicted. Such collaboration, dialogue and inclusion of one or more such examples, would undoubtedly enrich students' understanding of pre-war Jewish life, culture, beliefs and traditions – religious and secular – but perhaps we should also ask, where else do Jews figure in our curriculum? Are Jewish authors in our English offer, is a scientific discovery made by a Jew – how are we equipping young people to understand or be aware of the Jewish contribution to the world, in much the same way as we might as about the role of women, or BAME groups – how do we ensure the curriculum is diverse and interconnected? If RE or tutor time, can potentially speak to some of this through exploring Jewish diversity of belief, practice and identity, this would hugely inform students' understanding of the devastating impact of the Holocaust on the Jewish community. This review actively encourages such reflection and discussion opportunities for colleagues, even if only to enhance inter-developmental dialogue and as a CPD episode.
- It is key to quality Holocaust education provision and practice that young people come to appreciate the void, and all that was lost during the Holocaust. In this regard, RE, History and Citizenship appear to collaborate well, with student voice panels demonstrating clear understanding of the impact of the Holocaust.

- Placing the lives and culture of pre-war Jewish communities at the heart of studies is significant given the Centre's national survey of student knowledge and understanding revealed that most students knew Jews were the primary victims of the Holocaust, but most had little understanding of who these people were, why they were persecuted and murdered. Even after studying the Holocaust, only 37% of young people knew what the term 'antisemitism' means. Student explanations often rested on misconceptions about who the Jews were rather than on where anti-Jewish ideas had come from. Many of the young people surveyed incorrectly believed that Jews made up a large proportion of the German population during the 1930s. Only 8.8% correctly identified the pre-war Jewish population to be less than 1%.⁷ It is creditable that Sandhurst student awareness is far more advanced and variegated than their national peers. This speaks again to quality Holocaust, teaching and learning.
- The contribution RE makes in laying the foundations to the Year 10 Citizenship scheme of work – along with the History department's 6 lessons, should not be underestimated. At Sandhurst, the disciplinary integrity of RE is valued, for as Martin Luther King said *"the function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education"*. The department encourages students to have an opinion and face the bigger and more abstract questions in life critically and responsibly. At KS3 they introduce students to a range of world religions and influential people of faith who have helped shape the world today and actively encourage students to engage with figures who have fought or are continuing to fight for social justice while questioning their own role in the world, which ensures an outward facing approach, a civic and moral lens that students are familiar with in advance of their Holocaust studies.
- For example, in Year 9, moral choices, ethical dilemmas and religious morals are a key part of students' studies, including in the Autumn term exploring reasons for war and human rights abuses, with a case study of the invasion of Tibet as a focal point. This leads in the Spring to questions of justice, injustice, through the example of the Dalai Lama on Trial, the Bosnia Genocide and Remembering Srebrenica and questions of forgiveness and responses to conflict and persecution. The depth and range of this prior learning is excellent and foundational to the Year 10 Citizenship scheme. However, is it worth considering if a schematic approach could underpin this work that would be consistent across the whole school? This might be through a human rights or UNCRC lens, or in the genocide 10 stages or the pyramid of hate – but would ensure continuity, consistent language and a spiral curriculum that is chronological as well as conceptual. Looking at the range of superb, rich and challenging curriculum on offer at Sandhurst, it is not that this review recommends adding more, rather developing best practice through your delivery framework. For example, at what stage do students formally encounter the Holocaust at Sandhurst? Is it in Year 7 during Holocaust Memorial Day, Year 9 History Lessons, or in RE when discussing UN declarations or the establishment of the UNCRC? Is there a chronology or sequencing question to consider about the genocide in Bosnia being taught in Year 9, ahead of the Holocaust in Year 10, or your Reaching Rwanda work?

⁷ For summary findings please see: <https://www.holocausteducation.org.uk/research/young-people-understand-holocaust/key-findings/>

- Unlike in many schools across the country, where there is not yet common use and understanding of the term antisemitism, it is exemplary to see the IHRA's Working Definition of Antisemitism⁸ accepted and referenced explicitly within review conversations with staff at Sandhurst School. This is highly significant and makes clear the steadfast commitment to Holocaust teaching and learning, scholarship and ethical leadership. Whether adopting IHRA's or another simplified definition, means a consistency in message will be useful for students, both for substantive reasons, but also for safeguarding and policy. Given the powerful articulation of a rationale for Holocaust teaching and learning at the school, including tackling antisemitism and prejudice today, and the History, RE and Citizenship schemes of work/learning attempts to identify and challenge various prevailing societal myths and misconceptions, it will be revealing as to how successfully you move the community forward in terms of a consistent understanding of what antisemitism means, to the same extent as you might have for homophobia or racism. One example of a UCL Centre resource that might be useful for inclusion, within your provision, would speak to this issue: 'Unlocking antisemitism' which would help provide contextual understanding upon which a definition could be commonly understood among students. This may also serve to broaden awareness among staff across the school; perhaps via a UCL twilight? If this is something you or your network of schools would find useful, please contact the Centre's Tom Haward, t.haward@ucl.ac.uk
- On a related point regards terminology, this review noted among some students encountered, a variety of understandings of the term Holocaust. Some used the Holocaust interchangeably with genocide, few presented an understanding that was uniquely based on the Holocaust as a singularly Jewish experience, whilst others presented the Holocaust as effecting a range of victim community groups. This is not problematic given a range of historians, academics and well-respected global Holocaust programmes have differed in their use and understanding of the term. However, the interchangeable use of those varied definitions may further confuse the picture, potentially suggesting the Holocaust is all-encompassing, or even so encompassing as to have lost specificity or distinctive meaning. One way to address this might be to consider combining Stanton's stages with the pyramid of hate⁹ model as this would provide a strategic framework for establishing a shared vocabulary that would encompass rights, behaviour and indeed Holocaust and genocide study. Whilst students may come to more nuanced and secure understandings of the terms end of the unit of work and can indeed demonstrate key civic and historical skills in their analysis, you may need to aim for the use of a basic 'school wide' collective definition among the student body – or even core elements of a definition that you as teachers, department or even as a school adopt. This is something Ms Hunt and others may reflect upon in coming years, hone and refine accordingly – or, it could be that a diversity in interpretation and analysis is precisely the scheme's intent. This point is merely raised for the school's internal considerations as part of your ongoing commitment and development of Holocaust education provision.

⁸ See: <https://www.holocaustremembrance.com/node/196>

⁹ For more information about the pyramid of hate, please see <https://charity.hopenothate.org.uk/hope-not-hate-charitable-trust-education-unit>

- Sandhurst School staff were found to be concerned to make every effort to ensure that *‘Whilst it is unavoidable that learning about the Holocaust will rightly be upsetting for some if not most, and evoke feelings of rage, anger, incredulity, great empathy, it should never be traumatic or exploitative of suffering. Students must feel safe and supported in their study of the Holocaust. They must feel confident to ask questions and have plenty of opportunities to share their thoughts and apply their learning’*. Student voice feedback confirms this to be so. Sandhurst students do feel emotionally supported, intellectually challenged and safe to explore this history.
- This review found evidence over time that staff at Sandhurst School know their students well, develop strong relationships and are therefore insightful and mindful of what duty of care is and is not. Staff repeatedly and independent of each other articulated the following: duty of care
 - Does not mean avoiding at all costs that which makes young people struggle emotionally
 - Does mean taking young people seriously
 - Does mean having the time to prepare, plan and care
 - Does mean thinking carefully about the child
 - Does mean giving young people choices
 - Does mean knowing your students
 - Also, means knowing yourself!

Throughout the review we found a number of reflective practitioners who are an asset to the School – and moreover this will ensure challenging, controversial, sensitive or ‘difficult’ episodes in the curriculum, like the teaching and learning about the Holocaust, are not excluded or shied away from, rather they are carefully but robustly handled and developed over time due to strong relationships and expectations.

- This report notes that existing provision for Holocaust education is in keeping with the National Curriculum History principles – and praises the school for keeping that requirement in its six lessons in addition to the Citizenship scheme.
- The **@shs_tweets** twitter account is active; offering timely reference to extra-curricular trips, lesson outcomes, school events and updates. More could be made of championing the schools Beacon School related news – including the Quality Mark status - to its 869 followers.
- Likewise, whilst UCL Beacon School status is featured on the school’s website and the logo displayed – you would need to know how to navigate the site to find it. More use could be made of this to raise awareness of Sandhurst School’s unique work in the area and of your active participation on the Beacon School programme. The school website and social media accounts could be better utilised to feature examples of students’ work, publicise visits and ensure parents, the community, potential teachers or external visitors can have a sense of the Quality Mark work undertaken. In many ways, you are doing incredible work, and this should absolutely be shared widely.

- Ms Hunt, Mrs Smith and colleagues have made good links with the local press regards Holocaust education and the school's Beacon status. This review recommends using the receipt of this Quality Mark as an opportunity re-engage via a local press release. This will serve to champion the school in the local community, recognise your emerging specialism and help to strengthen your hub status among your network.

*See also Ms Hunt's SWOT analysis

2. The quality of education, pedagogy and practice (impact)

- The centrepiece of Sandhurst School’s success in Holocaust education is built upon the foundation of its constant pursuit for quality teaching and learning. This reflects the Ofsted 2017 recommendation to further strengthen how leaders and managers develop teaching, learning and assessment so that: *‘leaders evaluate teaching and learning to identify where strong practice is enhancing pupils’ progress, and accelerate the actions taken to improve weak teaching.’* It is evident from this review process that the school’s senior and middle leaders remain ambitious in their drive for continued improvement; this is corroborated by Ofsted’s acknowledgement that *‘Leaders are determined that all pupils will access the full curriculum...leaders changes to the curriculum have broadened the breadth and choices available...Most teachers plan engaging lessons. Activities are interesting, and appropriately challenge pupils of differing abilities to develop their knowledge and understanding.’*
- This review found, based on the Holocaust education lesson observation, work scrutiny and student voice panel, that much of the Holocaust and genocide related teaching and learning at Sandhurst School is outstanding and, where that is so, students learn with interest and excitement, echoing the teachers’ passion for the subject.
 - *‘Miss is passionate and knowledgeable, and you know that what she tells you is important in how she speaks about it.’*
 - *‘She really cares about the Holocaust and Bosnia and Rwanda and stuff like what is happening in Calais with the refugees and it just sort of flows out of her in her whole being if that makes sense and is so clear to see in everything she does.’*
 - *‘The work shows us what hate, and violence is, and she makes us consider another way to engage with other human beings and to see the world through love and compassion.’*
 - *‘She stands up and is counted in her teaching...Teaching people like me is her being an upstander... she models the change she’d like to see to us in our lessons and then it’s up to us to respond.’*
 - *‘They make what we learn relevant...so we’ve been thinking about the immigration and refugee crisis, and now we have opportunities to go to Calais...that’s been a really complicated thing to arrange to give us that chance... but they’ve found ways to make it happen because what we learn in class isn’t just marking the past (the Holocaust), it’s about what’s happening now and how both are connected to our future... I try harder because its meaningful...what we are learning about is real and it matters.’*
 - *‘Miss is so knowledgeable, she is a tour guide for some organisations I think, but she is so much more than that. We believe and trust what she shares with us because its real.’*

- *‘Being in her class can be quite emotional, as she throws herself totally in it...she really wants us to know and understand and to care, and we do, because we go on that journey with her... we’re just really lucky... we know we have a great teacher.’*
- *‘Miss isn’t afraid to stand up for what she believes in, and she gives us the confidence and expectation that we should do the same for what we care about.’*
- *‘They help us find our voice, not just in the Holocaust work, but really its part of being at Sandhurst and Mrs Smith and Ms Hunt kind of expect it of us.’*

a) Scheme of work/scheme of learning

In-keeping with the Beacon School programme, Sandhurst School, did submit an initial scheme of work, to deadline, in January 2015. The document is rich and detailed, providing contextual information, the opportunities the school provides as well as alluding to constraints – for example the fact that being taught through Citizenship necessary means non-specialist teachers. That said, what is exceptional, is the level of support that the Lead Teacher has ensured is provided for her colleagues, the background historical summaries that support lessons 2-7 are detailed and invaluable.

Mentor Emma O’Brien comments that: *‘Sam [Ms Hunt] has worked really hard on producing an effective scheme of work for her school for teaching about the Holocaust using a Citizenship event. Back then, the scheme of work element of the Beacon programme was not a hard requirement, as it is now for cohorts, but she always had a clear idea of what she wanted to achieve and how she wanted to develop her work. She has continued to be innovative in her approach to Holocaust teaching and learning within the broader context of genocide education with strong links and inspirational projects related to Bosnia and Rwanda.’*

- There is an impressive imperative to encourage criticality and eliciting student opinions, but we must also navigate this space carefully as educators whereby, not all views are equally valid or acceptable.
- As a Centre, what we have seen is that in some schools who encourage no prescribed correct answers or ways to arrive at these, is it morph into “there are no wrong answers” in the hands of pupils, (ignoring the Holocaust is a set event independent of our knowledge) or that all answers are equally valid (ignoring that we have judgemental rationality and thus some explanations are better than others). Whilst the approach undertaken at Sandhurst aims for students to find meaning for themselves in the Holocaust’s ‘lessons’ and to not be prescriptive or dogmatic in teaching methods, recognising there is interpretation and variation, perspective and hindsight, there are some things, views, opinions, beliefs, understandings which are simply wrong, false, inaccurate or misunderstood – so it is interesting to note how Sandhurst School seem to have managed that without being ‘top down’ in the prescription of the ‘lessons to be learned’ or in an accepted narrative that allows no contestation.

- Knowledge and understanding of a range of concepts that can be used to evaluate within Citizenship and related History lessons, implies judgemental rationality...that some explanations are better than others. So, what are the pedagogical strategies, generic approaches and skills teachers employed to ensure students have the skills set to evaluate theories, evidence, approaches and so on to form their opinions? How can we as a profession ensure we encourage engagement and listen to a range of contributions without following the path of ‘no wrong answers’? How can we best support and equip young people to independently develop increasingly sophisticated, informed and reflective answers if not factual ones? It seems, based on this review, that in the experiences and thinking undertaken about Holocaust education, Citizenship colleagues could inform wider school improvement conversations regards pedagogy, but equally this be an opportunity for continued reflection as to *where* knowledge comes from, *what we know* and *how we know* it and whether there are wrong answers or less correct ones.
- A safe learning environment that enables freedom of speech and expression, must also preserve truth and evidence. Holocaust education can play a valuable role in this vital work, such as in claims to deny or minimise the Holocaust. In this way, teaching and learning about the Holocaust offers valuable learning opportunities to develop important life skills and epistemological questions about truth claims and how it is we know what we know. Beacon School related work has made a consideration contribution to these enriching and vital opportunities in which the Sandhurst School learners engage, distinguishing evidence, fact or truth claim from opinion or belief.
- The scheme of work was designed to link to other whole school areas, and opportunities identified where links can be made. Much of that signposting in the scheme of work document illustrates vibrant SMSC and whole school potential, as well as collaborative working with other departments, but is this cross curricular, multidisciplinary or interdisciplinary? It is noteworthy that Ms Hunt has designed a scheme of work that identifies enterprise opportunities through ‘teamwork skills’, oracy and literacy learning moments in ‘paired discussion, debate’ and through ‘extended, creative writing or artwork opportunities’ and that she can point to human rights contributions.
- The scheme of work was refined following mentor feedback and, at the time of the review, was annually reviewed and evolving.
- Given the lack of an enquiry question driving the scheme of work – instead focusing on ‘Lessons from the Holocaust’ – it is impressive to see how a Citizenship scheme has secured both opportunities for students to build their understanding of substantive (first order) concepts, with also a clear commitment to developing procedural (second order) knowledge, with SMSC and civic skills. This approach blends the demands upon students to be able to build and demonstrate their recall, knowledge and understanding of key historical events, people and dates, but also their ability to explain, evaluate and articulate change and continuity by drawing parallels to their world today. Students are supported and encouraged to demonstrate this understanding by comparing genocide through time and space.



- There are opportunities within Sandhurst's scheme to consider cause and consequence in that conceptually it is framed to explore and relate thinking to what the drivers and outcomes of genocide are – indeed in the student voice panel there was evidence of their understanding of genocide as a social act, and an appreciation of individual choices, sometimes 'choiceless choices' as instrumental to outcomes and a chain of personal, community, continental and global events of significance. Such concepts and questions are fundamental to students developing a wide ranging and informed understanding of factors enabling the Holocaust to occur and key to their recognition of the necessary, generic and specific drivers, that enabled the persecution then and since to evolve and flourish. The causes and consequences of policy and practice could also be revealed within the scheme's sequencing of lessons, the Nazis coming to power, *Kristallnacht* and the *Kindertransports*.
- Sandhurst School students actively hone chronology skills and understanding, especially during lessons 2 and 4 of the scheme when considering the question of what the Holocaust was focuses upon the evolution of persecution, the stories of individuals impacted by antisemitism, the rise of the Nazis and so on. As noted previously, these lessons rely on issues of definition – and whilst accepting there is variation in historical and indeed civic interpretation – are there some definitions or explanations that students or others offer that may simply be wrong? For clarity of understanding, a basic definition may be advisable, upon which variation and detailed interpretation can be layered. For example – linked to the issue of chronology, in lesson 9, is the Final Solution to be understood as when the Holocaust took place? At what stage in the 'persecution', did it turn distinctively, decisively, to the Holocaust? Here, an embedded understanding and vocabulary of rights, the pyramid of hate or Stanton's stages of genocide would be helpful in terms of understanding turning points, phases or warning signs – or indeed consider display or use of the Centre's 'Timeline'. Mrs Thompson (a mathematics specialist who teaches on the Citizenship course) was right to have recognised within chronology moments a numeracy opportunity - this connects significant subject specific substantive knowledge and disciplinary skill gains, demonstrating numeracy across the curriculum. Likewise, in aiming to empower young people to safeguard their future by learning about the past, that shifting historical lens of past, present and future, implicitly draws upon chronology and sequencing, that supports both maths and history applications.
- The scheme presents students with many opportunities to reflect upon historical significance; this was demonstrated in Sandhurst School students' work, but also in the student voice panels. Some framed their understanding in terms of measuring or gauging the Holocaust's importance by the degree to which it is remembered. Others pointed to its ongoing relevance and impact on the world today as evidence of ongoing significance. One student talked of it being remarkable both at the time and since, and this being their yardstick for understanding the importance, whilst another spoke of the Holocaust's significance in terms of its resulting in change, such as making connections to the establishment of the UN, the creation of Israel and ultimately to the genocide convention and principles of international law. Others revealed how the Holocaust resonated with them personally and so held status for them in a way the Battle of Hastings or the industrial revolution did not. The scheme clearly asks students to reflect upon significance by asking them to consider what the impact of genocide is on society today and in the future.

- Students are encouraged to enquire and to explore a range of evidence throughout the scheme and there is ample opportunity to consider civic, legal, historical and religious/ethical or moral interpretations. Together, the scheme provides students the opportunity to encounter a variety of examples, viewpoints and perspectives. The lesson formats themselves encourage learners to share interpretations and engage with the grey areas, rather than simplistic black and white answers.
- This review notes the following regards Sandhurst School's primary Holocaust scheme of work:
 - There is a clear rationale for the scheme's content, approach and learning outcomes. The rationale provided is attainable – though would benefit from continual refinement and innovative thinking to formative assessment or innovative low threat tracking of progression.
 - Stated aims and objectives are coherent.
 - The primary scheme of work is embedded in disciplinary distinctive practice, occasionally scholarly in its ambition (particularly regards the genocide element)
 - Whilst it is an explicitly 'lessons from' scheme, there is limited pre-packaging of simple moral meanings and instead gives students space to make their own meaning, within a clear civic context
 - As noted in more detail later, the scheme of work does highlight SMSC, fundamental British values or opportunities to further other whole school priorities.
 - No use of graphic imagery – in line with IHRA guidance and the Centre's pedagogic principles regards the ethics of representation, whilst also not denying the evidence and horrific reality of the Holocaust. Teacher/school appreciate you can engage with the reality of the Holocaust without traumatising; an intrinsic respect for the learner and for people in the past.
 - The use of oral history and survivor voice through a variety of personal stories and case studies.
 - It actively encourages the use of specialist keywords. Literacy and oracy skills are modelled, honed and developed throughout.
 - The scheme does not focus on the use of textbooks – yet interestingly students noted learning about the Holocaust meant '*leaving the confines of textbook information*' and how '*...reading from a textbook cannot put things into perspective*', what might this reveal about other topics or approaches to the study at Sandhurst School?
 - Opportunities included to address misconceptions or misunderstandings – more use could be made of this by including research informed examples.
 - Within the scheme's sequence of lessons, each is connected to the previous and subsequent lesson in terms of narrative and development of thinking, this ensures the primary document as a whole 'makes sense' – both in terms of professionals reviewing curriculum, teaching and learning, and in students' learning experience. Sandhurst students seem generally aware and understand what the series of lessons is trying to achieve. Students are able, in line with the scheme's aims, to articulate how individual lessons within the scheme contributed to their overall learning and refining of their Holocaust understanding.

- Ms Hunt made clear the ‘journey’ of Holocaust education, Beacon School status and the scheme of work was on-going, that there are things in the scheme she would now refine and review considering – her evaluation documents identifies these areas and opportunities, and this was found to be indicative of her leadership where an ongoing, collaborative reflective and developmental ethos prevails among she and colleagues.
- The schemes Holocaust focus is carefully considered and reveals Ms Hunt’s commitment to Citizenship and civics, and also the importance of embedding a respect for history, a regard for criticality and evidence, to equip learners to be better citizens, historians and people. In sum, this aspect of the scheme testifies to deep thinking about curriculum design and reveals an eye for detail. The latter half (genocide) of the scheme of work is hugely ambitious and has considerable merit – but could do with a framework of thinking – such as Ten Stages or Pyramid of Hate.
- This review necessarily focuses on Holocaust education but there can be no doubt that Ms Hunt and colleagues, in their scheme and approach, are working towards something rather special. This can only be encouraged and admired. I am confident, this scheme will evolve to meet its creator’s expectation over time – and excited to watch and partner as this process unfolds.

b) Literacy

- Literacy is cited within the primary scheme of work as a key institutional benefit of the scheme of work/learning and the approach undertaken. It actively encourages the use of specialist keywords. Literacy links are made explicit in the scheme and the student voice and work scrutiny demonstrate the students accurate use and understanding of a range of some technical vocabulary.
- Literacy, in all its forms, is a noted whole school priority, and thus the Holocaust scheme includes explicit opportunities to contribute to the School’s efforts to develop oracy and literacy – in all its forms.
- Throughout student voice panels, particularly with the younger students, several examples testified to the accurate and thoughtful use of some key terminology, subject specific knowledge and student’s ability to apply that historical knowledge to their understanding of the world today and their place within it. This review looked carefully at student outcomes and found evidence of good quality substantive knowledge. Student voice participants used, with facility, a range of terms (including shtetl, *Lebensraum*, ‘resettlement in the East’, ghettos, camps) and labels and concepts (such as *perpetrator*, *bystander*, *upstander*, complicity, propaganda and antisemitism) – and in the lesson, the reference to second tier words was explicit. The student voice panels gave Sandhurst School students’ the opportunity to demonstrate their learning through talk. Learners were able to clarify ideas, talk and think together. Clearly students were used to active listening to understand and recognised the opportunity to widen vocabulary in their lessons.



- Work scrutiny revealed learning through writing; the strong use of writing as a tool for thought and vehicle of expression, the students' ability to organise and develop their thinking through structured and creative writing.
- Sandhurst School students can use specific terminology or vocabulary about the Holocaust which reveals their studies to have challenged prevailing myths and misconceptions – particularly with regard to antisemitism, and references to 'resettlement' and segregation, *Mischling* and 'perpetrator perspective' which shows an advanced linguistic and historical context. Based on national research this is encouraging; very different vocabulary being used by comparison to their national peers. The standard of Holocaust accounts and explanations, use of precise terminology, language and detailed classwork was impressive – particularly in the sophisticated explanations of historic antisemitism that evolved over time and its significance today. Therefore, this aspect of provision and practice could be used as example of best practice for wider school improvement.
- During the student voice panels a language of rights and citizenship was deployed. Three students acknowledged a change in their day to day vocabulary, noting their Holocaust and genocide awareness had heightened their sensitivity to language and the power of words. One said,

'It's made me think more about some of the words I choose... after all, I am not really starving am I? ...even when it's snowing and frosty out, when you have studied the Holocaust and really thought about what it meant to be at a roll call in winter, it don't seem right to say its freezing outside. I think it just makes you realise a bit more about the importance of words and makes you a bit more grateful for what you have.'

- Holocaust education at Sandhurst School is supporting a range of information retrieval strategies. For example, work scrutiny provides evidence of timelines, note-making grids, summarising and sequencing. Despite a lack of formal literacy learning intentions or objectives included in Holocaust lessons, reference to possible strategies are included (keyword/oracy/literacy learning points), thereby providing teaching staff with a range of guidance regards approaches that may be undertaken to develop literacy; and it was clear from the lesson observation, literacy and oracy strategies are modelled and developed across the curriculum.
- Observations regards the literacy opportunities within Holocaust education provision at Sandhurst Academy include:
 - The understanding of storytelling as powerful stimuli for changing the way we think, feel and act – the example of listening to the letter of Mirele
 - Students are encouraged to learn through texts, thereby developing their research and study skills and ability to read for meaning.
 - Whilst this review did not see evidence of writing skills being explicitly taught, nor the teaching of spelling of key vocabulary, students are aware of relevant literacy skills for subject specific writing.

- During the review, we found some students spoke with confidence about their experience of Holocaust education, their time at Sandhurst School and about their progression. This review considers this to demonstrate a safe and open school, evidencing a strength of engaging students through a vigorous questioning, meaningful talk and active listening. We thereby confirm, within the remit of our visit, the school's commitment to improving all areas of literacy, enhancing communication skills, and recognise that student's substantive knowledge, understanding and confidence is on an upward trajectory.
- Many students throughout the Quality Mark review process spoke about '*enjoying the Holocaust*', but then corrected themselves, rather apologetically, in some way as felt 'enjoy' wasn't the right word. Their awareness of the power and appropriateness of language was significant – and the HMD2018 theme of the power of words had proven timely, topical and relevant.
- Of course, literacy is not simply the language of written and spoken word – and this review found examples of literacy beyond the academic that Sandhurst Schools' Holocaust Education was contributing something distinctive to.
- Holocaust education teaching and learning here, is reflective of and contributing to the students' emotional literacy, but could this be better tracked and understood by staff – and have relevance for whole school developments in SMSC and safeguarding and have implications for potential CPD opportunities? The curriculum provision for Holocaust education at Sandhurst also provides excellent media literacy and e-safety opportunities; this is vital given students' exposure to online, social media stereotypes, misinformation and media representation issues currently so relevant. That Sandhurst students are developing research and study skills and thereby learning through texts (written and online) is telling; likewise, their familiarity with source analysis protocols enabling them to access the validity of a claim. Students are largely able to identify the 'meaning of the material' encountered and discuss and debate issues raised in articles, sources or media, in a considered and thoughtful way, whilst also with a strong SMSC and civics lens.
- One resource or approach that might further support this, through analysing and synthesising a range of case studies, is 'Being Human?'. This material, by the Centre, supports teachers to help young people identify patterns and reorganising information from a text (written or media), either alone or in combination with our timeline or Unlocking antisemitism lessons. Such student led learning approaches, focused on human behaviour, means students are regularly considering a range of evidence for themselves, and thereby developing history or civic disciplinary focused skills such as making hypothesis, inferences and deductions. As students themselves noted, this often led to further independent research and in this way, an interest in the Holocaust generated personalised learning, criticality and effort. A by- product of this, is a love of learning, reading for pleasure and the ability to recognise variation in writing style and function.
- Linked to SMSC, and discussed more fully later, is the distinctive contribution Holocaust Education at Sandhurst School is making in terms of supporting and developing student's emotional literacy. One area where this is most striking – and came through in student voice and a range of review

evidence – was the survivor encounter and the power of individual stories, but this was accompanied by a concern for the moral and civic lessons, framed in ‘rights respecting’ vocabulary.

- *‘We started talking about the Holocaust and it could have been just a history lesson in a way, learning about something in the past... but it wasn’t like that as it got me thinking at least about me, and about how people act around me or others... there would have been a time if someone made a joke about the Nazis or something that I might have laughed along, either not really understanding it and thinking it was funny, or simply to not stand out...it would be different now. I wouldn’t laugh and I’d challenge the person telling the “joke”.’*
- *‘I think it’s important we study this difficult stuff like the Holocaust and other genocides. It’s hard and can be emotional, but we have to know about this stuff... if its shielded from us then we aren’t learning the truth of what happened... and like XXXX said, it’s kinda like we should have a right to know about this so as we can do something to stop it in the future.’*
- *‘In class we talk about the numbers and that’s hard to comprehend so we focus on individual stories and then you cannot help but be drawn in and want to learn more about what happened to them or why they did what they did... by the time you go to Auschwitz for example the scale of those individuals’ lives taken away or forever impacted really hits you, its visible, in front of your eyes, the sheer size of the camps, it’s crazy. It’s massive... and that’s just one complex... there were so many more... and you just get wave upon wave of mixed emotions... the full range I guess of human emotions and I think that teaches you a lot about yourself and about others.’*
- *‘I think what we get is not a Holocaust education, it’s an experience... we focus on people, on names... not numbers or groups of people, individuals and families and that’s a human story that is always relevant and important to value and learn about... at some human level we can all relate to that can’t we?’*
- *‘When I went to Auschwitz, I was numb. I wasn’t crying, I wasn’t sure how I felt or how I should react... Miss accepted that, she wasn’t frustrated with me, she gave the space or listened when I needed it... but then when I heard and met Zigi I was a mess, and Miss was there to support me... She just listens. She watches and understands people really, really well...I feel safe to be me around her and I have learned so much from her.’*
- *‘She’s taught me what being selfless is...’*
- *‘In one way it toughens you up and it’s really hard to learn about the Holocaust, on the other hand when you hear the personal stories it makes the history real and you kind of feel it more and connect with it... when you actually stand and see those places for yourself those stories come to life and it becomes part of you... I know I feel a duty now to share what I have learned...especially keeping the stories alive of the victims and survivors we learned about or met.’*

- *'Getting to go on the trips is pretty intense. ...its such a great opportunity but its physically tiring and your mind and emotions are on over-drive. It is something you never expect to see in a way and I don't think you see the world the same again afterwards... maybe that's true of any new experience, but I think I am glad school and my parents didn't shield me from this...its really opened my eyes...'*

c) Challenge and engagement

- Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials is a key area for ongoing development at Sandhurst School and middle leaders recognise the benefits of embedding such principles and authentic student led learning opportunities in other schemes of learning and departments, not just for curriculum challenge but as a vehicle for safeguarding.
- Teachers noted during the review process that Beacon School status had significantly contributed to Sandhurst School's expectation of challenge and critical flourishing in some areas; consequently, 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. It is this review's recommendation, that best practice in Holocaust pedagogy be applied to whole school drives for generic teaching and learning improvement – so as this becomes the norm.
- Sandhurst School teachers recognise in Holocaust education a valuable and empowering opportunity in its encouraging of reflective practice, where students were responsible for their learning rather than passive consumers of information and then, later, assessed or examined. In this sense, the challenge and student engagement seen in the context of the Holocaust scheme of work is contributing to life-long learning, a love of learning and a thirst for knowledge. Teachers commented:
 - *'...learning about the Holocaust undoubtedly raises the level of maturity... and really develops their emotional literacy and empathy, their active listening I would say and it really does take them out of their comfort zone as some of them really do live in a bit of a bubble...'*
- Looking at the scheme of work itself, teachers clearly 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.
- Students participating in the panel spoke of feeling *'trusted'* by their teachers to handle and explore this history. Students were confident that staff would take care with them and not seek to shock or exploit them in their teaching about this subject, but others were alert to a perceived reticence for



their teachers to reveal the *'full truth of the Holocaust'* – as if at times staff were *'holding something back'*. This feeling is reflected in some of the student voice focus groups of the Centre's 2016 research, and perhaps means we need to think carefully as educators about the relationship between duty of care and that which is both emotionally and intellectually challenging? Do we underestimate young people at times; might duty of care (for all the best of intentions), hinder challenge? Is protecting self-esteem and emotional wellbeing always helpful to learning? Might schemes of work/learning choices reveal more about teacher sensitivities/confidence than their student's emotional literacy or abilities to handling the complex? Sandhurst School were themselves maturely and thoughtfully wrestling with these multifaceted issues when reflecting on teaching and learning about the Holocaust.

- As noted previously, there is a tension between the clear principle of Holocaust education providing demanding, rich and challenging work (understood at the school as entitlement for all) and a duty of care sensitivity. In many ways the UCL Centre for Holocaust Education's pedagogical approach can creatively engage with this tension, particularly in it recommending a story, object, or personal story as the 'hook' to engage learners or introduce complex concepts. It is this review's belief that whilst there is a growing climate of what Mary Myatt terms *'high challenge and low threat'* at Sandhurst School, which is beginning to encourage teaching for depth and impressive student outcomes, there is an identifiable CPD opportunity here to support colleagues in the *'art of challenge'*; either in regard to preparing or planning *'for the top'* or in their recognising how to quickly change teaching and learning pace or strategy in the classroom to move engagement levels up. This is based upon a couple of students revealing passive engagement traits in the observation and speaks to honing and refining already strong practices for challenge. It is a developmental point for consideration only.
- This review found evidence of subject teachers extending learning well by asking students for explanations in detail, rather than accepting simple short answers. Several staff clearly have effective techniques for involving all students in discussion work, thereby successfully challenging 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. This could be further developed and shared more widely – but the tools are there and the impact of these individuals and approaches is clear.
- Holocaust teaching and learning at Sandhurst School benefits from the school's positive learning environment and investment in equipping learners with a resilience and passion for learning. Some students appreciate why *'getting stuck'* or even getting something *'wrong'* is a good or natural part of learning, even a first attempt in learning, but more work to develop resilience habits could be done to ensure consistency across the curriculum, but it is clear Holocaust teaching and learning plays a significant part in all that is best about Sandhurst commitment to resilience as a seed for embracing the opportunity to succeed and equipping learners for life.



- Expectations for the highest academic success and regard for holistic development are based upon students generally having the 'right' **attitude** and **skills** to progress, likewise the teaching and learning approach encourages the 'right' **habits** and provides the 'right' **knowledge**. This climate of challenge is rooted in the ethos and values of the school and reveals much of the SLTs leadership, the community of professionals who invest so much in the students' curriculum, pastoral care and educational experience whilst at Sandhurst School.
- One teacher commented during the review that having been involved in the UCL 'Unpacking the Holocaust' CPD day, her thinking and practice regards challenge and independent learning in the classroom had shifted, noting...

'...it really made me focus on the clarity of my instructions, the quality of my questioning and how I can create the right environment and stimulus for learning so as the students themselves can lead and take ownership learning and be doing the work... so I have seen more of their curiosity, engagement, effort, as a result or their wrestling with complexity and their wanting to learn more... it's a challenge they are equipped and prepared to embrace rather than be intimidated by or turned off... I think with the Holocaust they feel... almost a moral obligation to try their best and to engage even it is hard, distressing or overwhelming...'

- On this latter imperative, other staff spoke of some students' knowing that there was an unwritten expectation for them to think, and to actively engage in the learning process, but acknowledged there was some way to go to ensure all students bought in to their active learning responsibilities. That student voice reiterated Lead Teacher comments regards engagement, challenge and the impact of UCL Centre for Holocaust Education pedagogy on teaching and learning, was especially revealing regards pedagogy and impact, not least because they spoke of a discernible shift in the teacher style or approach to the Holocaust:
 - *'In a way I don't want to use the word as it sounds wrong or disrespectful and I don't want it to sound or imply that, but I really loved learning about the Holocaust. It was fascinating and terrible, inspiring and awful. But I enjoyed wrestling with the mix of ideas and emotions... it felt like I was really learning something worthwhile, I knew I was getting something valuable and I could tell I was progressing. I don't normally feel or know that.'*
 - *'...I don't remember textbooks when we did the Holocaust.'*
 - *'We got to do more of the work ourselves in pairs and in groups so we talked more and I had to think much more in those Holocaust lessons. Our teacher didn't just stand at the front and tell us stuff...it just felt like we were discovering more and working things out for ourselves.'*
 - *'...it was a think back, act forward approach...'*
 - *'There was something about it, you know the Holocaust that made me want to know more... I just found myself asking more and more questions... At first id get a bit frustrated when Mrs*

XXXX didn't give me an answer, but as we learned more it was kinda better than we found stuff out for ourselves. I think I learned a lot more because of that.'

- It was revealing to hear some Sandhurst School staff reflect upon UCL Beacon School status having further encouraged a spirit of innovative and challenging teaching and learning. Ms Hunt and SLT colleague's absolute commitment to an evidence-informed creative pedagogy, responsive to their learners' needs to secure best outcomes are clear. An increase in criticality and reflection was a noticeable recurring theme when teachers discussed Holocaust related progression and outcomes. Being prepared to take risks in the pedagogy and curriculum context to give learners opportunities and valuable enriching experiences, not always judging quality or worth on the outcome alone, is revealing. The developmental process, the resilience, skills and experience of the learning journey are increasingly understood to be as important as the result – and this provides rich and challenging Holocaust teaching and a learning experience that students increasingly recognise as *'different.'*
- The deliberate inclusion of the Bosnian and genocide against the Tutsi of Rwanda within the curriculum offer, provides both a challenge and opportunity. That Sandhurst School takes this approach is much to its credit and marks it out as special, with so few UK schools offering a genocide curriculum provision. That the genocide approach is framed in the context of the stages of genocide is also commendable, but more could be made of this and used in conjunction with the evolving rights respecting work and considered alongside existing and developing safeguarding or discipline policies.

d) Teacher talk, explanation and questioning

- The nature and quality of teacher talk at Sandhurst School demonstrates some good levels of clarity and specialist subject knowledge. The talk, whether in explanation or questioning, is balanced carefully with student activities.
- The variety of teacher talk stance evidenced throughout the review process is significant in terms of sharing best Holocaust pedagogy and practice more widely, for it has generic teaching and learning relevance. At one level, Ms Hunt has a **declared interest** – students understand her passion for Holocaust education and colleagues rightly recognise her specialism – but at times she adopts the role of a **neutral facilitator** (enabling the learning to unfold, posing questions, impartially empowering students to discover and uncover the significance of the toy themselves, for example, through a layered approach). While it might appear common sense that teachers should be neutral, the reality is that this is almost impossible to achieve. We will always reveal our perspective through the tone we use, the language we use, body language. For this reason, it may be better to aim to take an impartial stance. However, this again is difficult to achieve, particularly if teachers have very strong views on a topic or are emotionally invested; so, it is always worth reflecting on your stance – are you, colleagues within your departmental team, neutral or advocate and what are the challenges and opportunities for either position?



- Reality dictates that in many schools, teachers are expected to present the **official** view. In some cases, this can be very useful, providing teachers with a foundational position to present to students. There also will be times when students' views need to be challenged and teachers should act as **devil's advocate**—particularly when the class appear to hold the same view. In this case you can deliberately inject controversy to ensure that students are exposed to a wide range of perspectives. In talk with individual students or with small groups, Ms Hunt, was, for example, revealed to play this role too, challenging prevailing opinions and seeking to present an alternative view. However, there is always a need to be careful not to present extreme views solely to provoke, and conversely not to present so many alternative interpretations that students are confused, overwhelmed or believe almost *'anything goes'*.
- Most telling was the efficacy of using teacher talk deployed as **ally** – this was most revealing in student voice discussions, where a student remarked on a teacher essentially showing support for an under-represented, unpopular interpretation, or indeed by validating an under confident students view. This was revealing in the lesson observed where a couple of 'challenging' students were encouraged to actively engage and participate in the lesson – this worked well, and their contributions were noteworthy. Ms Hunt's relationship building and awareness of the room, ensured these and other SEND or vulnerable learners in the group felt safe and empowered to engage and contribute– they recognised in Ms Hunt an ally. It was telling that during the student voice panel Ms Hunt was described as:
 - *'A counsellor figure'*
 - *'Such a big heart'*
 - *'We just trust her because she is a lovely lady and I know she wouldn't let anyone mock me'*
 - *'I know her office or classroom is a safe space and if I needed to talk to someone, and I have on occasions when things have been hard, that I can go to her'*
 - *'100% there for everyone... no matter how busy she is, and she is always busy... she makes you feel like she has the time for you, she makes that time... she's given me time and support when I have had problems, even when's she's running around like a headless chicken, which I don't know how she manages with those heals on but, seriously...she is such a source of support and sanctuary and a real inspiration...'*
 - *'Best person anyone can have in their corner'*
 - *'It's a relationship that doesn't take time to build if that makes sense, from that first moment you meet her she makes you feel special and that she has time for you'*
 - *'I don't think she has any idea of her impact on me, on us... and that's why she is so special and we trust her so much... I can't thank her, or Mrs Smith too, for what they've done for me over the years.'*

This speaks to students recognising integrity and care and as a consequence that plays itself out in the classroom where all students are prepared to try in her lessons, as they've an advocate, champion in the room who believes in them and has the highest respect for and expectation of them.



- Student voice suggested there was a difference in the amount of teacher talk during their study of the Holocaust; with references to being *'less talked at'*, *'more of a discussion lesson where we listened to each other'* and another commenting, *'as it was more discussion based lessons, it felt like the teacher really wanted to involve us and hear what we thought...it felt genuine and not forced or artificial... I was more likely answer and interact and I learned more I think because it felt so different to teacher at the front telling us stuff...'* This is a revealing trend. The dominance of teacher talk, directed **at** students, is often control and content driven, whilst teacher led learning is typically framed with the teacher primarily talking **to** pupils. Instead, Holocaust education at Sandhurst School has adopted the Centre's approach of maximising opportunities for student owned learning made possible when the teacher talks primarily **with** students. The ratio of teacher talk was varied not static, clearly impacting student perceptions of how they were encountering the Holocaust in school and often spoken about in terms of a positive change in pedagogy and classroom experience.
- Students in the review panels linked the framing of teacher talk to the type of learning taking place; for example, group discussion work enabled greater opportunities to talk **with** the teacher and effectively a chance to learn together. Students' spoke of classroom experiences of 'choice', where a variety of options were presented, and the students were in control of the direction of their learning or of the form their learning outcome would take. Student voice also noted that this change in teacher talk had meant more meaningful questions were asked and explored, whether in one to ones, paired, small group activities or in class debates. These insights are revealing, and it is this reviews suggestion that those responsible for developing teaching and learning across the school look to consider the implications of teacher talk and questioning openings. This could be an area for ongoing CPD and a chance for Ms Hunt and her Citizenship colleagues (in many cases, non-specialists) to share best or innovative practice within their own departments, or across the school, or indeed a chance for small scale action research in terms of its impact upon student outcomes via assessment or other tracking/monitoring.
- Sandhurst teachers can unpack complexity through talk. Much of this is due to skilful explanation. It was clear from lesson planning documents, the scheme of work/learning and in student voice panels that teachers were successful in making complexity accessible by breaking down explanation.
- This review finds the questioning strategies and outcomes in Holocaust education lessons to be highly effective in the lesson observed and developing across the school. Effective questions are key to teaching for understanding. The Centre recognises that students cannot be given understanding by the teacher, rather students develop their understanding by comparing their previous experiences with what they currently know, feel, and are experiencing. 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. Sandhurst School students' experience of and engagement with Holocaust education is fostered principally through effective questioning and this is essential to evolving student understanding.

- The Centre recognises characteristics of effective questioning in the Sandhurst School Holocaust scheme and in the UCL pedagogy adopted in a variety of ways. We found a range of evidence that points to questioning which
 - engages feelings as well as thinking
 - challenges existing thinking and encourages reflection
 - results in an answer that creates change
 - expresses genuine curiosity; behind every question there must be an intention to find out
 - is a vehicle to clarity and making thinking ‘visible’
 - is supported by tone and non-verbal signals that demonstrate interest
 - is part of an ongoing dialogue which involves relationships between speakers
 - is paced so that listening to the answer is necessary
 - has reason, focus, and clarity
- The Socratic nature of the Centre’s pedagogy, particularly regards questioning, has clearly influenced teaching and learning about the Holocaust at Sandhurst School, particularly evident in Ms Hunt’s lesson observation. Such approaches aim to unearth misconceptions and contradictions and at times can cause cognitive conflict or dissonance. Within this tension learners are encouraged to question themselves, their assumption and bias, challenge their initial responses and wrestle with complexity, uncomfortable truths. In this Socratic space can the most meaningful teaching and learning about the Holocaust take place as responsibility for the Holocaust conversations and evolving understanding is both individual and collective within the classroom.
- Holocaust related questioning at Sandhurst School is purposeful. This review finds that it serves at least three functions; eliciting information, building understanding and encouraging reflection.
 - **Eliciting information** to confirm – this was most evident when teachers used their questioning for recall and clarifying knowledge. Ms Hunt also used direct questions in the observation to establish expectations (*for example, ‘Did someone get a different answer?’/‘Can someone else offer another view?’ ‘X’ do you agree with what ‘Y’ said?’*). Student voice revealed the use of questioning to connect learning by eliciting prior experience, this was especially evident in their reflections.
 - **Building understanding** through probing questions enables the Holocaust to be explored appropriately. Such questions are being deployed across the scheme of work/learning to help construct or build new understanding. This is enabling learners to express their ideas in alternative ways. This promoted students’ ‘learning to learn’ attitudes when thinking about the Holocaust.
 - **Encouraging reflection** as teachers seek to provide opportunities for students to deepen understanding. Centre pedagogy is clearly encouraging students to access and consider multiple perspectives, and at its best, modelling and enhancing evaluation skills by challenging students to think critically and creatively.

- There are opportunities to further build upon some excellent questioning practice, by sharing that with other colleagues as part of CPD or mentoring, and by encouraging further use of skilful questioning to probe how we know what we know and thereby safeguarding students by encouraging them to challenge and examine truth claims more widely, both in this curriculum context and across the school and in life.
- Review observations regards questioning, particularly regards Holocaust education, include:
 - An appropriate balance between closed and open, and lower/higher order questions pervades the scheme of work/learning and classroom practice.
 - Where closed questions are deployed, they quickly and easily elicit fact, single word or short phrase answers. The questioner controls the classroom conversation to test current knowledge, recall and basic comprehension of the learning. Perhaps consider using some of these questions to reveal misunderstanding and understanding, to ensure students are not just parroting or relying upon recall.
 - When open questions are deployed, teachers are seeking longer, perhaps '*many*', '*possible*' answers. At their most effective, students are provided 'thinking time' to force students to think and give reasons or justify their answers. By encouraging equal teacher/student participation in the learning conversation, more opinions and ideas can be explored; this demands and helps develop student and teacher listening skills.
 - The lesson observation evidenced Ms Hunt's skillset as a '*minimal encourager*'. She demonstrated a range of simple but effective strategies for encouraging students to 'keep talking'. Using '*nods*' and '*go on...*' She, as questioner, signalled her active listening skills, whilst being non-judgemental, implying no agreement or disagreement necessarily. Where learning in the observation was most evident, this approach saw the students taking control of the learning conversation in the classroom and at times revealed its potential as a mechanism to extend student thinking.
 - There is a staff recognition that young people's questions are '*seeds of learning*'.
 - Where questioning is at its most effective, it is directly linked to the planning; clearly demonstrating clarity of teaching purpose and understanding of progression through careful targeting.
 - Where questioning could still further be developed, it is in the context of developing expectation for and consistency in accepting no '*half answers*' – in other words, teachers always stretching a student or group.
 - Students at Sandhurst School do feel their questions are answered – or at least acknowledged and discussed by their teachers (even if not always black and white answers) – and are confident in their teachers that, should they have a further question, they can ask.
- The lesson observation showed Ms Hunt to deploy a range of questioning strategies. Questioning that encourages higher order thinking was evidenced. Questioning and teacher talk ratio added to pace and facilitated quick and effective challenge to a couple of students and addressed their misconceptions. Her skilful questioning saw open, closed and targeted engagement, allowing constant assessment of pupil's understanding. This strong practice could be extended, by

considering Gardeners octet (questioning via numbers, words, people, feelings, nature, action, sound and sights) as an alternative on occasion, to Blooms taxonomy?

- Students spoke of Holocaust education *'providing answers that then raised their own questions'*; and talked during review panel discussions 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.
- e) **Differentiation, SEND and inclusion; impact on vulnerable learners and targeted groups**
- Sandhurst School has clear and transparent policies regards SEND, pupil premium and vulnerable learners.¹⁰ Whilst this review provides a mere snap-shot of whole school provision, it was clear from the process that underpinning the schools' academic and pastoral success is an understanding of SEND or other need as key to improve the outcomes for every child. A spirit of respect, empathy and inclusion pervades the school from Headteacher Mrs Smith down, and those values and vision for the school, including for SEND or other vulnerable learners are lived and not laminated.
 - It was clear throughout the review process that the school and its staff take duty of care, safeguarding and its statutory and non-statutory obligations for vulnerable learners seriously.
 - Over time, this review found that Sandhurst School teachers know their students well and have an acute appreciation of strengths and needs of individual learners which allows for both highly effective support and challenge across the ability range, including intervention where necessary. The Holocaust teaching and learning experience and outcomes of SEND students at Sandhurst demonstrate that there is an inclusive and personalised provision that is successfully delivered.
 - Throughout the review process significant numbers of Sandhurst School staff expressed their educational vision and purpose within a context and vocabulary of rights; including within the context of SEND, this translates to a shared commitment to every child's entitlement to an education that fits their needs. More than that, staff advocated the entitlement of young people to be equipped and encouraged to be active and contributing members of their community/communities – irrespective of need. This speaks to Sandhurst's values and ethos, which ensures that all young people have a right to quality provision for, and experience of Holocaust education – the caveats of stage (not age) appropriateness and of strong established relationships apply – where staff were ambitious for quality cognitive and affective outcomes for all following their study of the Holocaust in Citizenship lessons or elsewhere.
 - The review processes documentation trawl and work scrutiny found numerous examples of differentiation within teaching and learning about the Holocaust, especially in terms of valuing and planning for diversity. It was apparent that differentiation was understood as a student focused way of thinking about generic teaching and learning. It was evident in discussions with Mrs Smith,

¹⁰ See: <https://sandhurstschool.org.uk/parents-students/send/> for example.

Ms Hunt and colleagues that differentiation was at the heart of quality teaching and not an after-thought.

- The Holocaust scheme of work reflected this thinking with its use of whole group, small group and individual tasks that were based on content and student need.
- It is this review's belief, that the above culture of thinking regards differentiation, especially in relation to the Holocaust scheme of work, has led to some *'teaching up'* – the many innovative strategies skilfully deployed by Ms Hunt and colleagues when teaching about the Holocaust has ensured challenge and progression for many. Differentiation within a context of *'high challenge, low threat'*, is key to the impact on learner's engagement and outcomes – but perhaps consider if you are also differentiating for your most able and not just those with a *'need'*, to ensure differentiation is sufficient to challenge all learners, rather than, in the lesson observation one or two passively compliant students.
- Whilst this review can draw only on a snapshot sample specific to the Citizenship department in exploring the teaching and learning concerned with the Holocaust, we contend that, both from work scrutiny and student voice, differentiation is evident and of a good quality. It might be that Ms Hunt and colleagues look to consider effective use of tracking data to inform intervention, making sure that *'closing the gap'* is a key priority or evident in Holocaust provision; much is dependent upon developing positive student-teacher relationships over time and personalising learning. Relationships and knowing the student is a real strength of Sandhurst School; but how does the school capture the role Holocaust teaching and learning help to 'close the gap' or ensure SEND pupils and other vulnerable learners grow, progress and flourish?
- An area for future development could be the particular focus for tracking – whether in terms of data, engagement, focus groups – for a target group of learners as this would further help Ms Hunt and colleagues better understand the impact of the Beacon School work upon vulnerable or most able learners. The school have already been responsive to focus group need, take for example the response to Nepalese non-participation in past enrichment visit or study visits. But how would the school discuss or demonstrate progression for PP, SEND or other groups of students?

f) Creativity and innovation

- Within the Citizenship scheme of work, developed during the Beacon School year, and across the Holocaust related curriculum offer at Sandhurst School there are some interesting examples of creativity and innovation – especially in the interface with genocides of Bosnia and of the Tutsi of Rwanda. Art, literary and creative writing approaches within the scheme of work ensures a range of learners can access and demonstrate their knowledge and understanding in alternative ways to traditional assessment or extended writing tasks. For some learners this is vital to engagement and key to the scheme's success. Whilst the progress is demonstrable and instinctively recognised when engaging with students – to what extent can the school be confident of specific knowledge, understanding or developing of skills through data or trends? How are they tracked or monitored,

even without summative assessment and how can accessibility and challenge be innovatively captured? Given the depth of student outcomes – how can that be compared or understood in relation to progress in other Citizenship units of work, or in the school’s traditional assessment framework?

- There is good reason why Ms Hunt took a non-formal assessment route – but in what ways could you capture the degree of learning that this diverse programme provides? Perhaps this itself demands a creative reframing of assessment. Some examples of those creative innovations that don’t currently lend themselves to assessment or monitoring of progression and are of note or of consideration for their excellence in creativity and outcome include:
 - Opportunity and pragmatism within Holocaust teaching and learning enables students to draw upon their imagination and creativity, both within the learning process itself, as well as in demonstrating understanding in outcome project pieces.
 - Strong literacy teaching is supported by powerful storytelling, oral and written.
 - Visual stimulus features prominently in classroom practice. Visual questions often act as a hook to the learning (*what do you see, what questions would you ask, where is the learning, how far could you take it?*) and sometimes the form of student outcomes are artistic in nature. In addition to the creativity and artistic responses facilitated through the scheme of work’s powerful use of visual stimulus was its ability to encourage and engage learners in embracing independent challenge.
 - The range of quality student artwork on display around the school speaks to a culture that respects and retains creative opportunities and talents among its community and sees its value as a vehicle for artistic expression. See Appendices 2. The memorial installation in the school’s Library is both hugely moving and creative, reflective of the school’s humanising approach to Holocaust and genocide education, and their values driven and civic focus. Its elegant simplistic design, careful choice of the engraved inscription, and individual shoes, splashes of colour and careful research have made for a fitting memorial in school. See Appendix 2. Similarly, there is values driven, civically inspired and reflective, evocative art that is clearly inspired by students Holocaust, genocide and human rights engagement. For example, there is a powerful ‘Humanise Them’ piece that is prominent in the school, and an evocative Reaching Rwanda reflection piece that is simply stunning and framed in Ms Hunt’s office. See Appendix 4.
 - Creating a ‘*sense of wonder*’ through teacher delivery, content or activity choices is important for student attainment and achievement – but again, how can this be both tracked and shared as best practice? The curiosity engendered by Ms Hunt’s delivering in the lesson observation hinged on powerful storytelling, teacher and student led questioning and visualisation strategies.
 - Ms Hunt and colleagues nurture and take advantage of students as resource to support each other in the classroom. This is an encouraging, powerful learning mechanism that if honed could significantly impact upon the wider school.
 - In the Beacon School application, Ms Hunt noted the support of the AST/Lead Practitioner who ‘*specialises in developing the innovative use of IT to enhance teaching*

and learning'. This review can confirm this is an important and effective feature of Sandhurst's Holocaust teaching and learning provision and student experience.

g) Generic Teaching and Learning

- The 2017 Ofsted report defined the quality of teaching, learning and assessment as good.
- Teaching and learning during this review, is generally in line with school policy. Based upon work scrutiny, student voice panels, lesson observation, a document trawl and conversations with key staff, this review finds Holocaust teaching and learning at Sandhurst School to feature:
 - Lesson intentions that are routinely shared with and understood.
 - Spaced repetition within Holocaust teaching and learning, whether within an individual or a series of lessons.
 - Understanding, rather than task driven, schemes of work/learning.
 - Conceptual thinking embedded.
 - Enables students to identify its relevance and see the learning's *'bigger picture.'*
 - Some successful interleaving of different but related topics.
 - On task behaviour of students – some are actively engaged in their learning, but a few remain passively compliant. So, are **all** pupils working **equally** hard in lessons? This necessarily has implications regards challenge for all.
 - Criticality and independent thinking fostered in some learners; where this is most effective it is thanks to a teacher's ability to unpack complex or challenging issues through sound explanation and good questioning.
- As part of this review, a Citizenship lesson – a Year 10 lesson on 'Kristallnacht' - was observed. It is to Ms Hunt's credit that despite not being class teacher, as the Beacon School Lead Teacher she willing to be observed. So, whilst knowing, in her role as an established member of staff, DSL and Deputy Head, the students – classroom routines and relationships with the group were different to that of their regular teacher. This context is implicit to any remarks made as to teaching and learning about the Holocaust seen on the day. The observed lesson bore all the hallmarks of quality teaching, rather than just quality teaching about the Holocaust. Whilst detailed analysis and observation comments can be found in Appendix 1, it is worth noting here some of generic feedback and acknowledgement for her classroom practice based upon work scrutiny and that Holocaust focused lesson:
 - In line with teacher standards, Ms Hunt models positive behaviours and attitudes.
 - It is clear Ms Hunt has high expectations and is values-driven (she knows that she wants a purposeful classroom environment, based upon mutual respect and calmness and used a range of strong verbal and physical cues with specific students, using praise effectively). She has a toolkit of quality teaching and learning devices, skills and competences, and a strong sense of purpose.



- The lesson content and resources were well planned and linked to prior learning of the scheme of work/learning.
 - Where appropriate, she encourages repetition in her teaching and feedback – do it again – to raise standards and refine understanding. Expectations relating to academic outcomes are aspirational, but also holistic in nature and valued.
 - The teacher intervened when necessary to advance learning, with strengths being their questioning and attempts to ensure students were thinking about concepts and conceptual frameworks, not just substantive knowledge.
 - Ms Hunt worked incredibly hard during the lesson.
- Aside the observation, this review found the following regards Sandhurst School Holocaust teaching and learning:
 - A Lead Teacher who is a reflective practitioner and, on occasion, prepared to take risks in her teaching and learning.
 - A senior leader who recognises need to inform, support, inspire and empower her non-specialist staff to ensure consistency of delivery across the SOW whilst acknowledging the ‘Curriculum design and overarching question is ambitious and challenging’. Such reflective practice makes for a developmental opportunity and should stability in staffing come then the school are likely to see significant and sustained progression in quality assurance of Holocaust related lessons. Her colleagues are hugely experienced in their own disciplines, and gifted practitioners, but securing some continuity in those who teach this course would be welcome.
 - Whilst allowing student choice and encouraging independence, Ms Hunt and colleagues do not accept ‘opt-outs’.
 - Ms Hunt plays her part in creating the positive relationships and climate of the school, reflecting its ethos with her focus upon fostering mutual respect and trust
- The importance of contextualisation was strongly advocated during the student voice panels, as was the need for developing inquisitive and curious mind-sets. Similarly, a proclivity for personal stories in their teaching, as a means for achieving student understanding of complex subject matter. Indeed, student voice linked survivor stories and victim case studies with their willingness to demonstrate resilience and put in greater effort. Several spoke of their desire to find out more, ‘...to do them proud by working hard and becoming witnesses’.
- Students openly and independently praised the quality of teaching about the Holocaust during the student voice panel;
 - *‘You could tell my teacher cared about this topic and knew their stuff...she gives it absolutely everything... you just know she’s giving it everything she’s got... she truly believes in our generation’s ability or responsibility to change things... that belief makes you feel like you can make a difference, that your voice and ideas, your choices and how you behave*

matters... you just kind of felt it and knowing that, combined with the subject matter itself made us care and what to understand more too.'

- *'She's got such a way with words... she tells a great story and she just makes you think...'*
- *'The quality of the teaching I think is shown in how my teachers made me feel and know that I can create change... its empowered me to think change does really start we it, that it's not a slogan, we can make a difference...'*
- *'When we were taught about the Holocaust I actually learned more about me'*
- *'Learning about this stuff was different...it's not that other subjects or topics aren't important, it's just you see the world through differently... its like its not just an event in the past, like the Holocaust or Rwanda that we are taught about, like they're a particular period of time, they link it for us to give us a big picture understanding... its different to what we usually do in History or in other lessons with textbooks that might be interesting but kinda more facts to remember or learn... our Holocaust stuff isn't just learning its inspiring... that probably sounds a bit weird when we are talking about the horrific murder of millions, but its changing my life and how I think about and treat people.... That's different from learning verbs or new vocab in languages or chemical formulas in science, it's teaching me about the world, about people and the world... the Holocaust teaching is of a different order altogether...'*
- *'At Sandhurst they teach about the Holocaust and genocide and make it part of us...'*
- *'...it's just different to everything else I've ever learned about... they don't want us just to know the facts about it... even though we know how important that is... they also want to think and reflect and to listen and to see its active relevance today... You get a feeling of urgency and an unspoken feeling they expect us to do something with their learning, not just to pass exams or tests...'*
- *'When they teach about the Holocaust, they mean it... its not just another topic they have to tell us about... you just feel it's different'*
- *'It's real and more important than most of the other stuff we learn about'*
- *'When I was taught about the Holocaust at Sandhurst it really was a turning point for me...its really changed my life as I can't ever go back now to how I was or what I thought before I knew about it.'*
- Student insights on the way teaching and learning about the Holocaust manifested itself differently compared to other topics or subjects at Sandhurst School was overwhelmingly 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, as noted previously, *'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.

- It was clear from discussions with Mrs Smith, Ms Hunt and other subject teachers that Beacon School status has been a catalyst for powerful teaching and learning, encouraging pedagogic conversations among staff and greater, deeper reflection.
- UCL Beacon School status was widely credited as having significantly contributed to a *'shift in thought processes'* and impacting upon practice, particularly its research informed and evidence base; sometimes consciously and subconsciously.
- This review finds that Sandhurst School have 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 and should be encouraged for the many.
- 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 Hunt and her colleagues that CPD input from the Centre for Holocaust Education has moved departmental and wider school practice forward.

h) Research informed approach and reflective practice

- Sandhurst School values research informed practice and Ms Hunt has embraced the UCL Centre teacher and student report findings in terms of informing classroom practice. She praises the national research study findings for *'significantly'* shaping the Citizenship Holocaust scheme of work/learning, its pedagogy and conceptual framing, indeed describing the re-engagement with research via the UCL Beacon School programme as providing many *'light bulb or aha moments'*.
- Teaching and learning about the Holocaust at Sandhurst School 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 at primary school. The Centre do not consider the national findings in the context of teachers or students failing, rather a result of the ‘*common knowledge*’ of the Holocaust which circulates widely within British society today, and the wide acceptance of myths and misconceptions about this complex past. Popular culture is full of representations of Hitler and the Nazis, a shorthand for ‘evil’ now so common that people widely believe they know about the Holocaust without having studied it – but Ms Hunt’s Holocaust scheme of work is going some way to tackle such simplistic understandings. We know that nationally students’ ideas appear to draw heavily from that popular culture. This is borne out by the certainty with which many students held incorrect ideas about the Holocaust. Wrong answers in the Centre’s survey were not just guessed at: often students said they were confident that they were correct; so, providing a scheme of work/scheme of lessons that is responsive to internationally recognised research is both empowering and innovative. Is there a formative assessment opportunity to capture the evolving knowledge or understanding of Sandhurst School students that is being missed or not capitalised upon? The Centre’s DfE survey questions (11 substantive questions) could provide a quick baseline and recurring opportunity internally to understand your students’ knowledge as compared to the national picture – possibly as a starter and revised in last lessons plenary? It is clear Ms Hunt has tapped into this for her own evaluative purposes, but this could a quick, low stakes activity that would evidence knowledge as well as potential attitude shifts.

- This review can confidently confirm quality teaching and learning about the Holocaust takes place at Sandhurst School, particularly regards its genocide related work which is among the best in the country if not further afield, 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.
 - *‘It really shocked me that despite all the evidence...you know all the survivor’s testimony and the documents the Nazis made and left behind...there would still be people today who say it didn’t happen.... people who deny it or say it wasn’t so bad. That was terrifying and pretty mad to hear in 2020...’*
 - *‘I was shocked most by the fact that the hope for Never Again hasn’t been realised. We learned about Bosnia and Rwanda, and it’s still happening today. That’s really sad... but then we see antisemitism rising again too...the same old hate...and we are still scapegoating and blaming people like the refugees today too... so it’s sad to think I’ve learned this stuff in school but that many other people haven’t and we are maybe seeing the warning signs and still not stopping it....That’s shocking.’*
 - *‘The scary thing for me was I’d like to think I would be one of the few to help or resist or to hide Jews...but really, scarily, it’s more likely I’d have gone along with the rest of them...who knows what I might have done... Proper scary stuff. But I also know that individuals can make choices and make a difference and that gives me hope today...’*

- *'A bit like what XXXX said, how ordinary the perpetrators were sticks out in my mind... It was surprising to think they could be normal human beings if you know what I mean and not like monsters... it was so much easier to dehumanise them and make them aliens or evil, when everything was black and white...but this really made me think about the greys...'*
- *'Just how quickly societies can change and slip into dangerous paths of blaming others, changing laws and soon enough allowing mass murder to be acceptable.'*
- Teachers have sought to explicitly challenge some widely held societal myths and misconceptions within their planning and teaching, particularly within Citizenship, History and RE provision, and there is a clear commitment to continuing to hone and refine Holocaust education best practice to meet the needs of the learners Sandhurst serves and be responsive to contemporary issues, like hate crime and safeguarding threats, locally, nationally and internationally.
- 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 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 adds a further dimension or layer to students' understanding; uncovering 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 lead or get involved in mass murder and others not, either standing by or actively resisting and rescuing?' This is developmental recommendation for inclusion.
- By highlighting prevailing myths and misconceptions as revealed in the UCL student survey data and by applying the research to her school and class contexts, Ms Hunt has been able to begin to make inroads on those stubbornly prevailing societal myths. As a school, engagement and familiarity with the national survey results have enabled 'casual antisemitism' such as 'All Jewish people are rich' to be discussed and successfully challenged. As noted previously, perhaps a school case study could be considered – a pre- and post-knowledge test (based on the UCL questionnaire?) could be deployed should the school be interested to compare themselves to the national survey data. This could be an avenue for a small-scale piece of action research or ongoing collaboration with Centre staff.
- During the student voice review panel, students discussed a range of pedagogical and ethical considerations that demonstrated maturity and insight beyond their years; regards the use of atrocity images, or the potential for 'shock and awe' when learning about the Holocaust they commented that:



- *'The Holocaust is terrible of course...but there wasn't much horror in the lesson... I got the feeling Miss was careful about what she showed us... sometimes I think that was a good thing, but other times it made me wonder if we were being spared the whole horrible truth'*
- *'It made me sad and angry at times in lessons, and I was uncomfortable with some of what I was hearing and learning about, but then we are studying the Holocaust. It shouldn't be anything else, should it?'*
- *'I don't want to see the atrocity images particularly, but can you really grasp the inhumanity and horror without seeing something of it?'*
- *'I'm quite a visual learner, I remember and understand more when I see it... like I did at Auschwitz, so I would like to see the images of the Holocaust, even the atrocity ones...'*
- *'The way we were taught about the Holocaust made me think about how we study other things in history and I wonder how protected we have been from some of it or if we have cared enough about the lives and people we have studied... Miss has really focused on personal stories and we haven't seen some of the terrible images that I could go online and easily google... but I can remember the stories of the people Miss told us about really well, but I don't remember people from when I studied slavery... and I'm not sure if that's a good or bad thing now, come to think of it, perhaps that's a bad thing... Maybe we should teach other terrible periods of history and atrocity differently.'*
- *'I don't wanna be crude or cruel or whatever, but why wouldn't you show the evidence of the Holocaust? I get that it might show bodies and dehumanise – but you can humanise in other ways. On the other hand, it is evidence of the most terrible crime. I know too that in some cases these are Nazi images and so maybe to use them is to see Jews and others through their eyes as victims, life not worthy of life, but what about the photos taken as resistance and those who took such risks to get the message out about what was happening?'*
- *'When there is growing denial and people minimising it and saying it wasn't so bad what happened, maybe we need to show the images more and say here, this is what it was really like'*
- *'I don't know really, but seems wrong if there might be hard and fast rule about what the teachers do and don't show us... They know us well, can't they decide based on our class and what they are trying to teach us? Wouldn't it be better if they talked to us about the issues and questions about the pictures, showed us a couple and helped us understand them better? We see lots of other terrible images from terror and war all the time... shouldn't we have a better appreciation for photos and film and the issues that would help us when we see those?'*

Such mature, thoughtful and revealing insights from Sandhurst School students, into an area much contested in Holocaust education, teaching and learning (see *revised IHRA guidelines*¹¹) are a powerful reminder for taking young people seriously – as Korczak said: *‘Children are not the people of tomorrow, but people today. They are entitled to be taken seriously. They have a right to be treated by adults with tenderness and respect, as equals.’*

- 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’*. Sandhurst School students, even if unaware of the Beacon School status, were insistent that what they understood as the *‘reality’* of the Holocaust should not be hidden from them (by that they meant the horror or true nature of genocide and mass violence) and felt that by learning about the Holocaust, that they be respected by not being given a *‘sugar coated version’*. Most students interviewed felt this was the case and that their teachers had done a *‘good job’* with a *‘difficult topic’*.
- It was noticeable that a vocabulary of rights was an undercurrent, informing or framing several student contributions throughout the review process. This indicates a positive climate within which to consider application to become a UNICEF rights respecting school. Many of the school’s pastoral, community, international and enrichment opportunities (including Holocaust and genocide education) are embodied in these principles and collectively would be a good foundation upon which more human rights education work could be built. Such links could well be maximised in December each year, as the school may choose to mark/acknowledge or raise awareness of genocide or human rights days that month. The reviewer provided Ms Hunt examples of links that could be made in this area – most notably regards the work and story of Janusz Korczak, and there was some interest expressed concerning how this might be developed in the future with greater CPD involvement across the school, internal conversations and collaboration with feeder and wider partnerships. In addition to the UNICEF Rights Respecting Schools offer of professional development and support the Centre stands ready to facilitate such opportunities; for example, additional CPD opportunities such as *‘Pursuit of Justice’* – with its rights and justice focus - can be arranged via the Centre’s Tom Haward or by contacting Shazia Syed.
- Thereby this review commends the Citizenship department, Ms Hunt and her colleagues at Sandhurst for providing a rich and powerful Holocaust education learning experience. It is clear students are making progress, both academically and personally and these holistic outcomes and attainment successes are rooted in strong and evolving teaching and learning practices.
- In conversation middle and senior 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.

¹¹ See <https://www.holocaustremembrance.com/sites/default/files/inline-files/IHRA-Recommendations-Teaching-and-Learning-about-Holocaust.pdf> which has adopted a more nuanced approach to imagery than was previously the case. Similarly, UCL Centre research (2016) regards imagery has revealed a shifting mood and attitude, particularly among young people, whilst there remains a scholarly and pedagogical tension and duty of care issue to wrestle with.

- Sandhurst 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.
- In terms of Holocaust education curriculum impact at Sandhurst School, learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. However, Citizenship is a compulsory, non-examined subject at Key Stage 3 at Sandhurst School, so measuring and analysing impact and effectiveness of the programme, is not straightforward. As Ms Hunt explained:

‘After much consideration, I made the strategic decision that students would be required to do very little writing in their lessons on the Holocaust and would not face formal assessment. I felt it was far more important for them to spend the valuable lesson time discussing, reflecting and debating issues. Students are given the opportunity to respond to their learning and express their understanding through whatever medium they deem fit and examples are available for scrutiny.

*Whilst the students are not formally assessed, we have analysed the impact and effectiveness of the programme. The research carried out by University College London in 2016: **‘What do students know and understand about the Holocaust?’** has been important in this endeavour. I used the questions asked in this research to survey the students in my school. I was then able to compare the results of my students, both in terms of their knowledge of and attitudes to the Holocaust, against the national data, with pleasing results.*

In essence, my plan has been to create an attitudinal change in the young people at my school, which in turn affects their engagement in social action. One student wrote:

“Until today I never knew how selfish, inconsiderate and greedy I was. I now realise how lucky I am to have the life I have.

I feel physically sickened that I have watched someone get bullied and picked out for being a different race to ours. I feel even more sickened that I stood by and let it happen. But I feel the absolute worse to know that I have made comments and remarks to make someone look or feel small but I actually now realise that I made myself both feel and look even smaller than them. I’m going to make the biggest promise I’ve ever made. I promise I will NEVER again make anyone feel bad and will always stand up for my belief and not let anyone kill them. I am determined to play my part in making this world a better place for us all to live in.”

The written reflections of other students who have completed the course and been to Poland often reflect a sense of anger and outrage, but also a sense of powerlessness to affect real change in the world. It is therefore, vitally important for me to empower students and to demonstrate to them that, with a little effort and commitment on their behalf, they can make a positive difference in the world. My mantra is:

Be the change you want to see in the world

As individuals we cannot change the entire world, but we can certainly change the entire world of another individual.’

As a result, the Holocaust programme has been supported by a range of extra-curricular opportunities for students to put their learning into practice and to be upstanders rather than bystanders. Many of the activities have come from requests from the students and have included:

- *An Amnesty International group*
- *Voluntary work at Ravenswood, a Jewish-based residential village for people with severe learning disabilities*
- *Regular voluntary work with refugees in the Calais Jungle*
- *An LGBT+ group who educate against homophobia*
- *Work with Remembering Srebrenica, including visits to Bosnia to learn about the 1995 genocide*
- *Voluntary work at local centres for the homeless, for rescued animals and for elderly people.*
- *Political campaigning on a whole range of issues*

*Perhaps the most successful programme has been **Reaching Rwanda**. Partnering with an NGO, we are working to support survivors of the Rwandan genocide and their dependents. The Reaching Rwanda programme has 3 main aims:*

- *to provide learners with the opportunity to become actively involved in planning, executing and evaluating a fundraising campaign.*
- *To enable learners to choose exactly how the money they raise is spent, and to see how the money benefits the lives of the recipients.*
- *To enable learners to develop personal relationships with genocide survivors and their children.*

The Reaching Rwanda project has galvanised and motivated the students like no other active citizenship project we have ever tried before. Large numbers take the opportunity to become actively involved, sending letters and gifts to the Rwandan children who have become their friends. Our students have become much more informed about the experiences of children who are less fortunate than themselves and, most importantly, it is evident from talking to the students, that they now feel less helpless and powerless – they now have the opportunity to really make a difference to the lives of others, and to see the difference which they have made. The students have been so enthusiastically involved in the project that they have raised in excess of £150,000. This money has been used in the following ways:

- *We have built a village in Rwanda to provide secure, comfortable, furnished homes for almost 100 genocide survivors and their dependents. Sandhurst School students visit Rwanda every other year to build more homes.*
- *We are in the process of building a small school on the side of our village. It will be completed by March 2021 and will provide free education to hundreds of impoverished children who will otherwise have no access to education.*
- *We have provided livestock to 40+ orphan-headed households.*

- *We have set up 43 small businesses in Rwanda, providing an income for over 120 survivors of the genocide. Our businesses include 2 sewing co-operatives, market stalls, a mobile-catering facility, 2 refreshment kiosks, a chicken farm, a garden centre selling ornamental plants, a hairdressing salon and a bridal-wear hire shop.*
- *We have sponsored 37 survivors and their dependents to go to school or to have vocational training*
- *We paid for water pumps to be installed in 2 villages, providing clean, fresh, free water for over 600 genocide survivors.*

The success of the Reaching Rwanda project has garnered a lot of positive publicity for the school and has been featured in a number of newspapers. It has been designated as an example of “excellence in education” by the Head of Citizenship at the QCA. Pete Pattison wrote:

“What I really like about it is you have managed to take a rather common activity, raising money for charity, and make it something which is far more meaningful for young people. Many schools do charity fundraising in a superficial way and then claim it is citizenship – this is rarely the case as students are neither involved in the planning and managing of the activity, nor invited to question the political structures which may be responsible for the problem the charity is attempting to tackle.”

The project has been featured in the journal of the Association of Citizenship Teachers as an example of excellent practice. In addition, this innovative approach to global citizenship has led me to be invited to speak in the Houses of Parliament (several times) as well as at a number of conferences and universities (including Oxford). In addition, I have been invited to do advisory work in a number of other schools and for 4 different genocide education organisations.’

- The 2017 Ofsted report concluded pupil outcomes at Sandhurst School were ‘good’. Sandhurst School attaches considerable importance to matters relating to students’ assessment, achievement and outcomes, both academic and holistic. Across the school these are monitored effectively through accurate data capture and other means for progression and targeted intervention purposes. The various departments comply with whole school assessment and monitoring processes. The school has evolving methods of planned, standardised and formal assessment for learning opportunities, however, the place of Holocaust education within that school-wide and departmental assessment framework is unclear – how is Holocaust related progress within the scheme or wider school offer understood, tracked or monitored?
- At the time of the review it appeared prior learning regards the Holocaust was not established or formally baselined in the primary scheme of work or learning. This is something that can easily be resolved and as noted previously, engaging the UCL DfE study (11 multiple choice questions) could be a solution or option to consider. This review has found compelling evidence of students’ strong and shifting knowledge and understanding of the Holocaust. But with no baselining of basic knowledge – such as when the Holocaust happened, where it happened, why and even what is meant by the term – it is unclear what that looks like or its implications. Students could well have a

misunderstanding and have stuck to that view during the teaching process – or held a conceptually sound understanding from the start, held on to that or even developed a wrong or false view during the teaching process, thereby not changed at all or fully changing their view. Essentially what is currently lacking here is a simple baseline. 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? This could be offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time.

- Self-assessment opportunities could also have a place, although relying on student self-assessment alone is often unreliable, or at best, poses more questions than answers. That is not to say students are unable to reveal important and useful trends and truths to teachers; student voice panel comments at Sandhurst School, where students articulately contextualised their learning and provided examples of their progression, were powerful and offered meaningful evidence. Alternatively, another approach could be to consider student voice: The Centre has seen schools develop internal surveys or mechanisms that capture the impact of their Holocaust schemes, both academic and holistic. The validity and usefulness of such surveys varies, and it can be unclear how reflective they are in terms of illustrating the quality provision for and impact of Holocaust education, but they are illuminating for tracking trends.
- The review process - as a whole - finds so much profoundly meaningful teaching and learning taking place, so much innovation and quality practice, clear and wide-ranging outcomes for students, that it is hard to do justice and capture it in this report, so it is disappointing that internally Sandhurst School staff are not yet collating ‘*light touch*’ evidence of impact of the Holocaust education work undertaken. In this respect, use your student voice. As students’ quotes littering this report indicate, your learners have a great deal to say and much of it speaks to the impact of teaching and learning that if collected and reflected upon could enhance and refine your offer. It seems likely, some of their comments could be used to inform planning and curriculum design elsewhere – so they really are a resource you should be utilising more. Your students truly are your best advocates – capturing their journey is important. You have a compelling and inspirational story to tell- that your school can be proud of, can evolve and inspire others. That narrative needs to blend light touch quantitative data to the wealth of qualitative quotes and anecdotes.
- These remarks are not intended to give the impression that Sandhurst School staff do not know or listen to their students or aware of the outcomes and progression clearly taking place – on the contrary, their relationships are excellent. Nor should it be taken as criticism, rather be seen in developmental terms as an opportunity to further best practice and share the impact across the school. Sandhurst students are outstanding ambassadors, your best Holocaust education advocates and a litmus for **what** is working – but also their insights regard **why** it is working. Listening to the students will illuminate whether it the subject matter or the distinctive pedagogy making the most difference? Understanding what it is about the Holocaust scheme that was more interesting to students than other units of study or indeed subjects, could be key to on-going departmental and school-wide improvement in teaching and learning. Student voice can provide compelling insights



here – so perhaps an annual focus group would prove a useful and timely mechanism to better understand what is working well or where misconceptions stubbornly prevail.

- There are just so many indicators that could be brought together to showcase the depth of your offer – both academic and holistic. Middle leaders do 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 are determined to have highest expectations for all – but it is frustrating not to see that celebrated, acknowledged in data (qualitative or quantitatively), nor used effectively to refine or shape future developments. Consequently, this review actively encourages teaching and learning and data SLT leads at Sandhurst to consider how best to innovatively and meaningfully capture and provide a compelling narrative for the outcomes of Beacon School work and continued raising standards. This need not necessarily be a new approach, rather more effective collation or capture of the wide-ranging evidence you have – the Centre stands ready to support the school, should Ms Hunt, Mrs Smith or others be interested in exploring this further. Student substantive knowledge and understanding is undoubtedly rich and varied. Throughout the student voice panels, a range of students were eloquently able to speak of their developing knowledge and understanding of the Holocaust, often referencing the myths and misconceptions that the scheme of work/learning exposed. The school has such a positive and compelling story to tell – it just needs a coherent and simple framework to better showcase its journey.
- As noted previously, the inclusion of Bosnian and the genocide against the Tutsi in Rwanda is distinctive; both a challenge and an opportunity in terms of how it is framed and experienced. At a pedagogical and leadership level it is important to consider how to guard against reductive responses here and to carefully think through the implications for AfL and progression.

i) Assessment

- Formative planned assessment opportunities can be found within the scheme, related to and informed by, student's progression, but not necessarily planned for or explicitly stated.
- Formative assessment, where it does take place, clarifies student learning and understanding and is most notably framed as assessment for learning or diagnostic classroom conversation through quality questioning. One way this might be developed further could be use of the Centre's 'Being Human?' lesson materials and pedagogy. It lends itself to pre- and post-lesson learning opportunities to capture the shift in student thinking. Indeed, comments from the student voice panels alluded to the self-awareness of those who could articulate the complexities of the human condition (that student understanding of behaviour or motivation became more 'grey', increasingly nuanced, rather than 'black and white') and the limitations of labels like perpetrator, bystander, collaborator and rescuer.
- As teachers of Citizenship at Sandhurst School are largely non specialist, they are using in-lesson assessment for learning and this helps students throughout identify their strengths and weaknesses

and target areas that need work, there are less opportunities identified in the scheme that speak to standardised formative assessment. Whilst work scrutiny demonstrates students have responded to ongoing teacher feedback to improve or develop their work; whether in terms of knowledge, understanding or a skill, there could be more made of timely opportunities to recognise where students are struggling and address problems immediately. There is an opportunity to develop this further, particularly to evidence skill mastery, or in terms of addressing myths and misconceptions of the Holocaust. A student and teacher *assessment for learning* sheet could be quickly developed to itemise themes or lesson topics from the scheme which could easily be linked to identifiable concepts or skills. Such a checklist could enable self or peer RAG rating of student understanding of the lesson content and/or the historical skill, whilst this could be quickly confirmed with a teacher column of emerging, developing, secure or mastery during classwork marking. This could be used to triangulate with student voice claims whereby they referenced shifts in their thinking. Sandhurst students provided many examples to illustrate how their knowledge, understanding and thinking had progressed during the study of the Holocaust and were able to articulately explain their own progress and developmental needs considering the planned assessment for learning opportunities that litter the scheme of work/learning. Such mechanisms would serve to timely chart that learning in intervals across the scheme. It could be a purposeful process, but whilst students are not formally baselined it is difficult to exemplify just how far students have progressed, be that in terms of substantive knowledge and understanding, historical, critical or literacy and emotional skills or indeed attitude or behavioural shifts. Is existing assessment framed to be *attainment* or *progression* focused?

- As noted previously, there is no formal assessment of the Citizenship Holocaust unit at Sandhurst School. It should be recognised, that formal assessment of Holocaust teaching and learning in schools is rare, for as the Centre's own research showed many teachers feel a discomfort with 'Assessing the Holocaust' as such and thus Sandhurst is not alone in its desire to not assess outcomes. The school does however enable students to showcase their sound historical, civic, religious, SMSC and holistic understanding of the Holocaust – indeed of Bosnia and Rwanda too – in a creative and meaningful way. But how is this progression to be understood? Whilst anecdotally colleagues could point to the impact of Holocaust education on their students, in terms of noticeable gains in so called 'soft skills' or in valuable holistic developments, there is a wealth of insight from student voice or other high challenge, low risk assessment opportunities, that if used effectively could evidence improvement and further refine practice. Making the most of, and collating, that evidence will be key to ongoing development, indeed departmental and school wide improvement.
- Such strong pupil outcomes within the context of Holocaust provision across the curriculum 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.

j) Achievement and outcomes

This review confirms that students at Sandhurst School have undoubtedly made progress based upon student voice conversations and work scrutiny, but it would be interesting to know what examples of '*a much better understanding*' would be cited by teaching staff and to encourage some capture or evidencing of this scheme's impact.

- Beyond the cognitive and data driven claims that could be made regards attainment and student progression in most subject areas, it is clear Sandhurst School remain committed to recognising the affective and creative outcomes for learners – specifically, but not exclusively, in relation to the Holocaust.
- This review found examples of some staff prepared to take risks to give learners opportunities and valuable enriching experiences through an encounter with the Holocaust that was not always judged on the quality or worth on the outcome alone.
- Ms Hunt and colleagues were recognising and embracing the developmental process; the resilience, skills and experience of the learning journey, the application of student knowledge and understanding was understood to be as important as the result.
- Student voice panels, work scrutiny, the document trawl, lesson observation and meeting with colleagues at Sandhurst School reveal outcomes that are both academic and holistic – the students were wonderful ambassadors for the school and for Holocaust education. They were informed, engaged, inspired and empowered by the learning experience offered and this is equipping them to be global citizens in a local community. They can challenge prevailing myths and misconceptions thanks to generally good quality teaching and learning. The students were acutely aware of, and able to articulate, the contribution such rich and challenging learning experiences made to their ability to be scholarly, critical and independent thinkers and empathetic or values driven. They spoke compellingly of an outcome of their Holocaust studies being their ability to be resilient and make safe choices. That Holocaust education is understood at Sandhurst School, by its student body, as supporting safeguarding and that they could apply the skills of source analysis to truth claims or fake news today was telling.

k) Feedback and marking

- This review found the following with regards to marking of Holocaust related work:
 - It is consistent with existing school policy in terms of regularity.
 - There is good evidence of meaningful teacher/student learning conversations.
 - A few pieces showed feedback that is low in developmental quality, where marking was commentary driven praise, focusing upon recognising student time and effort rather than improvement driven. However, most feedback is personal and progression driven, with

work scrutiny displaying students habitually and eagerly responding in an effective and progressive manner.

- Overall, this review finds marking regards the Holocaust to be effective, typically given as an action. The action varies, placing workload emphasis upon students, not the teacher; for example, to redraft or re-do, revisit and respond.
- There is evidence of some literacy marking, including SPAG mistakes identified – it is unclear if a school literacy code exists or is effectively being used, as a range of strategies and marking indicators/devices were referenced by students or seen in the lesson.

This review can confirm teachers have an excellent understanding of student's individual needs over time and offer feedback that develops both knowledge and understanding. This was evidenced by a range of student voice contributions regarding their feedback. Sandhurst School students generally know how to progress and are keen to improve, most act upon advice. The scheme of work lacks identified or planned opportunities for students to reflect on and respond to formative assessment. Teachers interpret data and plan lessons 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.

1) Work scrutiny

During the review day a range of Sandhurst students' learning was considered; during the lesson observation student work was accessed and there was an opportunity to speak to students about their learning and Holocaust education experience at the school. Similarly, work was presented on occasion and discussed during the two student voice panels, by way of students illustrating the points they were making, and some formal work scrutiny took place.

- Based upon a range of work scrutiny this review can state the following about Sandhurst School students' experience of teaching and learning about the Holocaust and outcomes:
 - Students are aware of aims and objectives for lessons and, in most cases, students' learning in the lesson meets or exceeds stated intentions. Often students talk evidence the extent to which the aims have been met and how a lesson links to the previous one, rather than demonstrable in books.
 - A range of questioning is evidenced within the student activities and responses – this confirms the previous remarks regarding quality and evolving questioning in Holocaust education at Sandhurst School.
 - There is evidence in students' work of learner-led opportunities provided; often this is clear in students choosing their response or format to a question or activity. There could be greater variation in writing styles that would enable creative opportunities to be encouraged – using poetry, prose as a stimulus, artwork or innovation in presentation. This would be exciting and excellent to see, as without compromised subject disciplinary integrity, teachers could skilfully enable all learners to demonstrate their historical knowledge, understanding and skills in creative and individual ways – this could ensure inclusion and respond to literacy or access concerns. But the students feel a sense of ownership of their Holocaust teaching and learning

experience and this is reinforced or evidenced by the range of initiatives, opportunities, projects and direct responses students have become involved with as a result or off-shoot of their learning.

- There is compelling evidence of Sandhurst School students increasingly using and confidently deploying specialist Holocaust terminology and are improving their historical, civic and human rights vocabulary.
- The range of tasks and activities in the scheme of work/learning aspire to challenge – variety means a range of approaches enable students to develop contextual knowledge and understanding. There could be consideration as to how this is experienced – is it challenge for all, most or only for the most able?
- As noted previously there is currently no capture of prior learning, baselining or tracking, but there are some self and peer assessment/feedback opportunities evident in classwork.
- Some differentiation is evident. In some cases, there is extended writing time and opportunities being given for learners to consolidate understanding or extend thinking.
- Criticality is encouraged, and misconceptions are usually identified and usually challenged in teacher marking.
- Many links with SMSC, FBV and Prevent are evident in students work, especially in discussion – though not always (nor necessarily) flagged as such.

m) Outcomes as revealed by student voice:

During the review several Sandhurst School students participated; principally in two informative and engaging student voice panels, but others should also be acknowledged for their contributions during the lesson observation. It should be noted, most students encountered during the review visit were incredible ambassadors for the school, articulate and engaged advocates for Holocaust education and the Centre would like to take this opportunity to thank each for their invaluable and insightful contribution to the process; in many ways, their insights reveal the impact of the Beacon School programme and alert us to the strengths and weaknesses of existing Holocaust education provision at the school.

- Based upon the range of encounters during this review, we can suggest the following regards the student's perception of Holocaust education at Sandhurst School:
 - Whilst student understand their Holocaust and genocide work is a key part of what they do, who and what the school stand for and is highly valued, their awareness of UCL Beacon School status is limited. The status and what it means is not known or understood by students – this is currently a lost opportunity to raise profile of your specialism. A pride and renewed engagement could emerge if Mrs Smith, Ms Hunt and colleagues use the Quality Mark award as an opportunity to of celebrate within the school community and to publicly recommit to the cause. Conversely, staff were very aware, proud and ambitious for the school's Holocaust work to be recognised, determined to do all they could to ensure Quality Mark status be attained – keen to champion their students, the opportunities afforded them at Sandhurst School and the relevance and importance of the Holocaust. Students in the review panels, once aware of the status, were full of innovative ideas that could be actioned



to address this across the school and so these potential ‘ambassadors’ could work with the SLT to ensure Beacon School and Quality Mark status is understood and recognised.

- Improved specialist subject knowledge, especially within citizenship and History. This was excellent to see but would be developmental to encourage this becoming an interdisciplinary opportunity and chance to share generic teaching and learning gains.
 - A few students spoke of the Holocaust lessons having improved their listening skills. That the students were reflective and able to identify a change; alluding to active, rather than passive listening is revealing. It is this review’s recommendation that the school’s SLT spend some time exploring this with students, particularly, given two students admitted that elsewhere they were passively consuming the learning; whether they were not actively engaged or challenged sufficiently is unclear, but worth considering how better active listening and engagement can be encouraged or more consistently experienced. It could also be useful to consider embedding active listening strategies more broadly to make this more consistent and less impacted by low level classroom disruption.
- Change in student self-perception, image, awareness or reflection took several forms;
 - On an **intellectual** level, students reported that their thinking had shifted and developed, that Holocaust education had enhanced their disciplinary skills and understanding. Several acknowledged that some of their own perspectives and prejudices were revealed, their myths and misconceptions identified and challenged. For example, one girl referred to her shock at realising the extent and influence of antisemitic motifs in society, whilst another spoke of how her studies had confronted her assumption that Hitler and high-ranking Nazis were responsible for the Holocaust, how she now realised other ‘ordinary people’ were as complicit as perpetrators, collaborators or even as bystanders.
 - At an **emotional/psychological** level, students spoke of the powerful feelings engendered by their Holocaust studies. Often this manifested itself in terms of the affective impact of survivor testimony or having explored individual case studies like Zigi Shipper. For some students, change came regarding their *‘feeling’* study of the Holocaust was important; *Lessons from Auschwitz* participants spoke of the experience being *‘life changing’*, that they *‘feel’* a duty or obligation to the victims and survivors to learn the lessons, try their best and share what they have learned with others – that they become the witnesses or the legacy, hoping for a better world. A clear emotional investment in the subject matter has been made by the students of Sandhurst School.
 - Like the emotional/psychological changes students alluded to, was a **spiritual/ philosophical** dimension, in that they clearly ‘valued’ Holocaust teaching and learning differently to other aspects of their curriculum. Students ‘believe’ they are changed by their experience of encountering the Holocaust; whether real, imagined, short term or long lasting, is almost irrelevant, as students speak with conviction regards the shift. Two spoke of it being the first time they truly understood the importance of identity and belonging, whilst another questioned where was God. One student talked of survival as resistance and this was met with another enquiring if it was ok for a survivor’s identity to be just that – a survivor – when they may be so much more or so much less than that. The latter demonstrated a concern for name and identity and a real feel for the ethical and philosophical dilemmas

making the history somehow *'more real'* and that it had made them *'understand better'* the Holocaust's impact on individuals, families or entire Jewish communities. One student apologised in advance when starkly reflecting *'...it's all about hate and where it leads and actually it's all just c**p really, isn't it?'* Whilst another added *'...even though his life and experience is so different to mine, we're both human... I found myself really listening, not just with my ears and being quiet, but with my heart and my mind... it really made me think and feel'*.

- When asked why study of the Holocaust was important or relevant today, Sandhurst School students provided telling evidence – not least in the progress and development of their thinking over time. Moreover, learners repeatedly asserted Holocaust education's importance, affirmed its relevance and a desire to learn more about it:
 - *'It's not gone away, still happening today... so it isn't just history we are learning about...'*
 - *'I'm part Russian. In the past I have been bullied... it's about people like me... it's taught me to stand up for myself, but also to stand up for others like me but of a different colour, religion, sexuality or whatever...'*
 - *'I realise the importance of getting a sense of it for myself. Learning about the Holocaust and other things since meant I kinda stepped back a bit, ...you see who you surround yourself with, the people you hang out with... It makes you think about the spaces in which hate thrives, in your biases and stereotypes, and recognise the good in the world too and see where we all have a responsibility to stand up and stand with... I was such an important moment for me learning about the Holocaust... I think it will stay with me...'*
 - *'Learning about the Holocaust in the way we did taught me the importance of abstract or silenced voices... to appreciate that there are two sides and many perspectives in-between. I would say it's taught me to listen and to try to be the person others will look to when everyone else is shouting... I suppose that means it made me think about what kind of person I want to be.'*
 - *'I learned knowing the facts isn't enough... I know facts matter as we have to fight denial and stuff, but its more than that, it is understanding the people that is and thinking about what that past means for me today and in the future.'*
 - *[Of Auschwitz] '...can't see it with one look... it just put my knowledge into a new dimension, it gave me real understanding...'*
 - *'When I learned about the Holocaust, and what happened in Bosnia and Rwanda too, it made me realise this stuff isn't inevitable... what humans can do to one another at their worst and what they can do at their best... It taught me that I have to play my part in the world I want to see...'*

- 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 Sandhurst School, and not for the first time in our Quality Mark reviews of schools, we have found anecdotal, but compelling indications 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.
- It could be that Sandhurst School looks at how it might capture or assess those soft skills and holistic learning outcomes. Holocaust education and the programme and diversity of your personal development provision is significant – so should be mapped or monitored. 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 citizenship or history topics in the year or against performance in other disciplines. Such school-based research 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 a strong collaboration with the RE department could allow for two very different but complementary data sets emerging; should this be of interest and something you would want to develop or consider, then contact n.wetherall@ucl.ac.uk for some support and advice.
- From work scrutiny, lesson observation, and student voice focus groups, this review found student outcomes are of a good standard. This is borne of intelligent curriculum planning, a reflective and evolving approach to active global citizenship, and a robust but sensitive understanding of student progression based upon relationships and questioning. This review however urges further ongoing consideration of the assessment framework to ensure this work progresses and enables students to truly demonstrate their quality insights in a rich, creative, informed and skilful way.
- As noted previously, the literacy contribution of Holocaust education or its cultural capital is influencing our young people’s knowledge and understanding – and, accordingly to national research, often impeding progression in many ways – thus successful collaboration with primaries, network schools and departments across the school will help tackle this wider societal influence.
- 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 with so seemingly little opposition. 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 represents 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.

n) Outcomes as revealed by internal and external quality assurance

- Despite its successes in Holocaust education, especially within Citizenship, Sandhurst School is not complacent. Rather, it has established a system of processes and procedures that are scrupulously maintained to ensure teaching and learning is of the highest possible standard. Holocaust education, in its Beacon School year particularly, though not exclusively, has been integrated fully in the internal quality assurance and monitoring of the school. Colleagues and documentation testified to learning walks taking place, peer observations within department/faculty, along with performance management observations and work scrutiny. These measures serve as forms of quality assurance, ensuring teaching and learning is intelligently and sensitively conducted. Notably, however, these frameworks are scaffolds and not cages: they maintain rigour and safeguard standards, but are not immutable and rigid; rather, they are reflexive enough to respond to ongoing evaluation, analysis, and emerging challenges.
- During the teacher voice sessions, colleagues spoke of the impact of UCL pedagogy on student outcomes in terms of feeding and fostering a distinctive hunger and curiosity for learning more. Several staff commented on improved engagement thanks largely to the approach to the subject matter that seems to foster ‘investment’; students are more prepared to ‘go the extra mile’ and find that ‘extra gear’ was often anecdotally recognised. This report recognises the high regard colleagues attending UCL CPD opportunities had for the range of questioning and ‘hook’ moments in the pedagogy and materials, and it is noticeable this came through in student voice discussions too. One student spoke of their teacher ‘stepping aside and letting us learn and discover for ourselves’ another noted that they felt the teacher did care about and trust them enough to

‘...give us this opportunity to explore Leon’s life and all the other victims of the Holocaust...it was very personal...the Holocaust was the first time I felt like the teachers were letting us into a subject on our own terms.... Before I learned because I had too and we were told it was important... now I realise that it is important...important to me.’

- Holocaust education at Sandhurst School has robustly and innovatively been quality assured, both internally and externally – but the school should consider consolidating that evidence to provide the compelling narrative of the success your programme deserves. Holocaust teaching and learning has been observed as part of this review process, and internally for appraisal and performance management purposes. Work scrutiny and learning walks are part of the school’s regular monitoring practices and meaningful learning conversations are evident. High quality and timely consistency of feedback remains the schools goal – but it is clear that the school has invested in Holocaust education, specialist CPD and applied a degree of standardisation that has ensured it remains a key element of the schools’ curriculum and provision, rather than perceived as niche.

This review confirms Sandhurst School's Holocaust education provision to be ambitious in scope and having meaningful impact. Its quality teaching and learning is indeed good, at times, excellent, and continuing to evolve; a powerful contributor to a curriculum that informs, engages, empowers and inspires its learners and wider school improvement.

Potential areas for future development:

- Quality teaching and learning about the Holocaust is largely thanks to a thoughtful, innovative, challenging and rich scheme of work. It may be worth considering scope for including the Centre's 'Being Human?' resources within provision, or utilising the 4 short online 'Then and now: exploring the Dimpleby dispatch' lessons, as this would help support both knowledge and understanding of Bergen-Belsen, but also link to wider safeguarding principles, criticality and media literacy.
- Whilst hugely impactful, might sustainability and pragmatic concerns mean some of the Citizenship burden be shared with other relevant faculties or across the school generically within tutor time or SMSC opportunities? Might this create cross curricular opportunities and further innovative and collaborative inter disciplinary approaches? There is a commitment to opening those opportunities up across multiple disciplinary realms and this would potentially allow teachers to make the most of their subject specific expertise, and so empower students to acquire various epistemological perspectives on the Holocaust and genocide. Perhaps a re-audit of current provision could highlight overlaps or possibilities for innovation or collaboration.
- Given the success and undoubted effectiveness of the UCL pedagogy for Holocaust education consider opportunities for this supporting whole staff teaching and learning improvement – share existing best practice - it should not be seen as niche to Holocaust education, rather that it could be transformative and key to supporting/driving school improvement. It will be interesting to see how these opportunities build and develop and there are a range of additional CPD opportunities or Centre projects that could be of interest as the school's Holocaust provision moves forward.
- Whilst this review takes as its focus the teaching and learning about the Holocaust, the genocide awareness/prevention work at Sandhurst School should be commended. It is highly unusual for a school to develop a Holocaust and genocide scheme of work – particularly one that highlights the Rwandan experience and is underpinned by a theoretical framework. The emerging specialism in this area is significant – European leading – and whilst we would caution against using the Ten Stages of Genocide as a comparative tool, its application would contribute to students shared vocabulary for understanding human rights, crimes against humanity, mass atrocity and genocide. Moving forward, you may like to consider Hope Not Hate's 'Pyramid of Hate' as a useful model, or consider applying for UNICEF Rights Respecting School status.
- Students' confident use of vocabulary was impressive and marks genuine progress in civic and historical literacy – but it may be worth consideration to what extent we use perpetrator narratives

in our teaching, learning and assessment and where religious and cultural literacy opportunities exist. 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? The 10 questions used by the Centre, could be useful here as would give you a national baseline to compare knowledge to, pre-and post and complement the existing ongoing assessment within History. This could be offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time. The Centre’s Nicola Wetherall stands ready to assist or support this development should the Citizenship or other department’s wish to.

*See also Ms Hunt’s SWOT analysis.

3. Behaviour and attitudes (wellbeing and safeguarding)

- The review concurs with the 2017 Ofsted judgement that behaviour in school is good, with attendance improving and in line with national averages.
- Throughout the review there was strong evidence of relationships among Sandhurst School learners and staff, that reflected a positive, respectful culture of empathy and inclusion, fostering an environment and climate of learning.
- During the review most students encountered showed themselves to have high levels of respect for each other. Sandhurst School students conducted themselves well around the school and in the company of visitors during the panel and observation. We recognise the review had limited access to classes – but feel it worthy of note that all students, encountered out of lessons conducted themselves appropriately and in several cases were wonderful school ambassadors. The priority for SLT is to ensure behaviour *for learning* is consistently expected and to consider to what extent some of their learners are passively complying, rather than actively engaging. It is clear the school has high expectations for learner’s behaviour and conduct and there was a sense from students that these were applied consistently and fairly.
- Most students encountered during the review process exhibited positive attitudes and demonstrated learning habits that embraced their educational or training opportunities – including for Holocaust education provision and experience. They seemed committed to their learning, knowledgeable about how to study effectively (being resilient to setbacks and taking pride in their achievement), but also thoughtfully aware of some key Holocaust education pedagogical principles that underpin their learning.
- This review finds Sandhurst School’s arrangements *for safeguarding to be good and meet all statutory requirements*; particularly regards duty of care and reception safeguarding procedures for visitors, but also in terms of what the student voice panel revealed, namely confirming the 2017 Ofsted report findings that:
 - Bullying instances are very infrequent (a Year 10 reporting to Ofsted, *‘If there are any incidents of bullying then they only ever happen once, because staff sort it, fast!’*)
 - *Students enjoy coming to school and feel safe*
 - *Sandhurst students are knowledgeable about how to keep themselves safe; dangers of alcohol or other substances, e-safety and aware of societal prejudices and the risk of extremism.*
 - *Students feel well prepared for the world of work and for life in modern Britain (some references were explicitly made to topics in school that spoke to rights, respect for individual beliefs, the rule of law, and democratic values).*

We found in Sandhurst School an environment in which bullying, peer-on-peer abuse or discrimination are not tolerated, thanks to leaders, teachers and learners’ values of respect,

empathy and inclusion. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

- 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 '*fortunately, not an issue in our school community*'. There was also no record of parental concerns or complaints regarding the teaching of the Holocaust or related topics at Sandhurst School.
- 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. Holocaust education, through the Citizenship scheme and the wider approach of Sandhurst School, makes a significant contribution to safeguarding.
- Such an approach helps with the School's fulfilment of 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. Sandhurst's pastoral system and tutor time programme means that students are weekly exploring modern British culture, by considering their rights as UK citizens, local, national and global environmental concerns and developing themselves as individuals during assemblies or in sessions.
- Young people today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust. Therefore, we need – as Sandhurst School leaders recognise - 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 safeguarding commitment to ensuring students leave the school as informed, empathetic and active citizens, Sandhurst 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. Whilst it is entirely reasonable and indeed, necessary, to provide young people with 'unbiased' coverage of the contemporary world, such as in the current affairs programme, we must also navigate carefully that space as educators whereby, not all views are equally valid or acceptable.
- A safe learning environment that enables freedom of speech and expression, must also preserve truth and evidence. Holocaust education can play a valuable role in this vital work, such as in claims to deny or minimise the Holocaust. In this way, teaching and learning about the Holocaust offers valuable learning opportunities to develop important life skills and epistemological questions about truth claims and how it is we know what we know. Beacon School related work has made a consideration contribution to these enriching and vital opportunities in which the Sandhurst School

learners engage, distinguishing evidence, fact or truth claim from opinion or belief. Best practice in 'Authentic encounters' UCL pedagogy speaks to these concerns and if this can be generically shared as a key part of classroom planning, the school might well see the benefits of improved questioning (both by staff and among students), use of case studies, making sure relevance and skills are understood as it works toward securing curriculum intent.

4. Personal Development

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 Sandhurst School.

The 2017 Ofsted report stated:

'Spiritual, moral, social and cultural development is a school strength.'

It went on:

'Leaders work to promote pupils spiritual, moral, social and cultural development is superb. Pupils' knowledge is thoroughly embedded through religious studies, outside speakers, assemblies, and activities such as pupils' contribution to the global citizenship project and their charity work for Rwanda. Pupils understand the differences between religions and cultures. Pupils also develop their social consciences, recognising, for example, the need to support those less fortunate than themselves.'

By 2017, Ofsted were citing the holistic, pastoral and safeguarding depth of provision at Sandhurst School and its complementarity to the academic. Their 2017 report stated pupils at Sandhurst School *'...value their personal, social, health and economic education. They also enjoy learning about British values. As a result, they know how to stay safe and healthy, and the importance of tolerance and respect, as well as gaining a clear understanding of the rule of law.'*

This demonstrates the extent to which Sandhurst's learners are able to make a positive contribution to their community. This is echoed in the deliberate choice of the school to make celebrations open to the public and the stance it takes on citizenship education, which is so intrinsic to the Sandhurst School culture and ethos. Ofsted noted (2017) that:

'Pupils have a clear understanding of the many differences in British society today. Pupils who spoke to inspectors during the inspection commented on the equality and inclusivity of the school community. Pupils said, 'You can be whoever you want to be at this school and you don't have to conform to peer pressure, because difference are celebrated'.

- The richness of provision and outward facing nature of Sandhurst Schools means that its curriculum extends beyond the academic, technical or vocation – and, as a result it focuses upon and impacts significantly the personal development of the 'whole learner'. Holocaust education and genocide awareness and prevention opportunities contribute to this values and civics led Sandhurst experience, in which such knowledge and content provides leaders opportunities to broaden their thinking, experience, horizons in powerful ways.

- Holocaust and genocide related curricula and opportunity at Sandhurst undoubtedly supports students' character development – including their empathy, resilience, confidence and independence.
- The decision to principally deliver Holocaust teaching and learning provision through citizenship means Sandhurst School is, explicitly or not, preparing learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society – developing their understanding of fundamental British values – developing their understanding and appreciation of diversity – celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. The school's Holocaust related work does contribute to its duty to support Fundamental British Values.
- This report considers the extent of learners' spiritual, moral, social and cultural development to be a strength in the curriculum and education offered – and this plays a significant part in developing the whole person, someone equipped to give to society, an active global citizen and ready for the world of work. Personal development and wellbeing of Sandhurst School students is understood to underpin strong academic performance and together provide a well-rounded educational experience. The Headteacher and SLT's clarity on ethos, vision and mission feeds the School's holistic and traditional curriculum that results in a broad and balanced Sandhurst educational experience. This fosters personal development, whilst also being outward facing, ensuring colleagues provides the skills, confidence and knowledge necessary for its learners to succeed, thrive and be safe.
- This review found SMSC provision that provides Sandhurst learners with a rich programme of opportunities and experiences (often 'life-changing' encounters or learning episodes that enrich students' knowledge, understanding of the world, and their sense of self, community and place in the world). The Holocaust education, and values work that underpins the school's mission, is contributing significantly to the SMSC agenda. This provision is a real strength of school, something for Sandhurst School to champion, celebrate and further develop in pursuit of ensuring educational excellence, personal development and active global citizenship. The schools' SMSC policy document is innovative, robust and clear in its defining of the spiritual, moral, social and cultural and its illustrative examples of SMSC within the curriculum demonstrates clarity of thinking among SLT and governors. One wonders, however, if this could be more effectively mapped and articulated equally by all students and staff?
- There is a values led approach to SMSC across the school that champions respect, self-esteem, appreciation and wonder, commitment and open-mindedness.¹² 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 emerging during such exchanges and the capacity for students to respectfully consider interpretation and shift their perspectives over time. This speaks to that value and impact of relationships developed over time, soft skills and creating conditions in which a thirst for knowledge and love of learning can flourish. Building on that active listening, reflective

¹² Please see <https://sandhurstschool.org.uk/citizenship/>

engagement and the resilience for learning, will be key to Sandhurst School's long term success – not just for ongoing development in it Holocaust teaching and learning.

- As noted previously, the Citizenship scheme of work is seen in the school's documentation as contributing to enhancing high quality teaching and learning, encouraging independent learning, and developing provision for SMSC. The links it identifies to whole school priorities are telling, along with the subject specific contributions highlighted:
 - Literacy, subject or departmental development plans for stretching and challenging (encouraging criticality and independence) and SMSC
 - **'SPIRITUAL:** Giving students opportunities to reflect on issues such as slavery, the Holocaust and imperialism.' (for example, National History Museum visit)
 - **'MORAL:** Showing appreciation of the moral implications of the actions of historical figures.' (for example, The Death Penalty, slave trade and Holocaust survivor visiting speaker)
 - **'SOCIAL:** Showing awareness of the creation and evolution of British society.' (for example, Battlefields visit to France and Belgium)
 - **'CULTURAL:** Analysing the impact of nations on our culture and traditions.' (for example, immigration in Britain)
- By valuing choice, rights, protection and students' empowerment, the school's broad and balanced curriculum is configured such to provide the knowledge and skills which enable pupils to make safe choices. Holocaust education plays its part in this by appreciating faith, protection, dignity, self-discipline, esteem and commitment in survivor stories, individual case studies and by examining the very best and worst of the human condition. In this regard, Sandhurst School staff repeatedly, and independently of each other, spoke to the civic and moral dimension of Holocaust teaching and learning, 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 key to students' understanding of the complexity of human nature. Again, we would recommended integration of the Centre's 'Being Human?' materials into provision, as a useful way to explore individuals, the dilemmas and responsibilities they faced, then and now, through personal stories.
- Work scrutiny and student voice panels evidenced that students are aware of the various minority and targeted groups discriminated against and persecuted by the Nazis. They are similarly articulate in their discussions of contemporary marginalised groups; reference was made to refugees, Rohingya, women, black lives matter and disproportional stop and search for black, Asian and ethnic minority groups, those with mental health or with disabilities.
- The UCL 'Unlocking antisemitism' session, and forthcoming training guidance developed by the Centre for the OSCE and UNESCO may also help the school address or explore the shifting nature of the discrimination and persecution of Jews throughout time. Whilst students still ultimately returned to the question of 'why the Jews', Sandhurst students had a far greater understanding of pogroms and prevailing myths regards Jews as 'the Christ killers', responsible for the Great War

(World War I), blood libel claims, assertions of their use of magic and being blamed as the source of the Black Death than peers nationally. Students could present a sophisticated explanation of the distinctions and continuity between medieval and Nazi antisemitism, and at times could draw parallels to contemporary examples of antisemitism in the Labour Party and rising again in Eastern Europe. This is an area upon which many schools, including Sandhurst, could do more and refine practice, but it is clear that Sandhurst is making clear, confident steps in the right direction and would be open to welcoming and adopting the new guidance (expected Autumn 2020).

- Older students at Sandhurst School understand, unlike many of their peers nationally, that genocide is a social act and, despite their studies equipping them with a chronology of causes and an understanding of consequence, they remain perplexed by the ethical question of ‘how is genocide/the Holocaust allowed to happen?’ For many, this lends itself towards consideration of active global, national and community citizenship and reflections upon responsibility.
- When asked about the extent to which Holocaust education contributes to the SMSC, FBV and Prevent agendas of the School, a range of staff and students spoke with passion about the academic, holistic, intended and unintended outcomes of the Beacon School work. Some spoke of the ‘*shallow level*’ whereby the Holocaust work had provided a useful ‘*tag to hang many of these concepts like tolerance and other values*’. Others pointed to issues of community cohesion and its relevance to the school’s context, the potential for collaboration and values education. Some talked in terms of the purely ‘*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 – but how consistently understood and adequately articulated is this among staff, students and parent body?
- Within the student body Holocaust education opportunities had heightened awareness of stigma, stereotyping and the distinctive persecution of Jews and others victim groups of discrimination. Throughout student voice panels, Sandhurst School students alluded to individual case studies that had ‘*touched*’, ‘*moved*’ or inspired them. Encountering these stories and having empathy or feeling a ‘*connection*’ was repeatedly cited as making their learning ‘*real*’.
- ‘*Learning to see life through another person’s eyes*’ is key to the approach adopted by Ms Hunt and her colleagues and is very much aligned to the school’s values. Sandhurst students have relished opportunities to meet Holocaust survivors like Zigi Shipper, some of the mothers of Srebrenica, survivors of the genocide of the Tutsi of Rwanda and humanitarians or rescuers like Carl Wilkens.
- Emotional intelligence and literacy are understood as important by senior and middle leaders at the school – and students too. There was widespread recognition during this review that learning about events such as the Holocaust can be profoundly disturbing, but developmentally important. The Beacon School programme is credited by school leaders and students alike as supporting learners as they deal with powerful and sometimes disorientating feelings, helping them to express themselves and to develop their emotional literacy.

- Character education, holistic education or the SMSC dimension and school ethos were not recognised as a strength in SWOT analysis produced by Ms Hunt. 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 Sandhurst Schools aims and values, personal relationships and pedagogy. It is evident that Holocaust education's contribution to that endeavour is both recognised and respected, indeed a moral purpose was explicit in the Schools' Beacon School application. Along with citing a disciplinary perspective, the application explained its Holocaust education intention as transformative whilst not prescriptive or simplistic moral lessons from. Similarly, students spoke of it contributing to their ability to recognise the complexity inherent within dilemmas, the importance of personal values and the ability to discern right from wrong. Considering this dimension of the schools' approach, the review would also recommend considering UNICEF Rights Respecting School status, and the Values Based Schools model. Similarly, an audit or review of the diverse holistic and personal development programme the school offers – as much to celebrate your own depth and impact in this regard as to better coordinate or hone it. This would do much to ensure all staff are able to articulate the SMSC contribution their subject or role in the School contributes.
- 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 Sandhurst 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's value and purpose. They were a credit to themselves, their families and to their Sandhurst community in their thoughtful, reflective and compelling contributions.
- Sandhurst School students 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 – but how does the school know, track or monitor its provision and impact? This review does not suggest a cumbersome data driven understanding of the holistic achievements and progression of Sandhurst learners; rather an audit of provision or mapping of values driven indicators would serve to evidence or better articulate a dimension of your work that should, rightly, be a source of great pride to the school community.
- Mrs Smith and her staff, including Ms Hunt, 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. The Beacon School SLT link and Lead Teacher (herself SLT) both consider the holistic contribution of Holocaust education to their learners' experience at Sandhurst School to be particularly significant and a valuable driver of SMSC, a contributor to promoting fundamental British (although preferred reference as human values) values, personal development and active citizenship. Given the current global and political climate, rising hate crime and antisemitism, 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 continue to have much to offer Sandhurst learners in this context.

- School staff throughout the review 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 diverse school and for our efforts to ensure students are outward facing and prepared to engage in an international context, on the other hand less tolerant of the injustice they see and as a result increasingly prepared to use their voice, action or presence to stand with those persecuted and to speak out... that’s made me very proud, and is perhaps an unexpected outcome from how I originally conceived my role as a subject teacher who didn’t expect to teach about the Holocaust’.

- This review finds quality SMSC provision at Sandhurst School and it is clear from this process that Beacon School status has further promoted deep, holistic reflection and learning opportunities, beyond substantive knowledge. School staff recognise and value the deeply spiritual, moral, social and cultural (SMSC) opportunities found within Holocaust education. The conversations with both teachers and students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to Sandhurst’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 *‘given renewed impetus to the SMSC agenda and in such a meaningful and wide-ranging way’*. Such an outlook is led from the top, from Head and Deputy to middle leaders – however, so many staff encouraged during the review echoed and understood this – it has over time become culturally engrained and part of what makes a prospective teacher the right fit to their *‘special ethos’* or able to embrace the Sandhurst *‘way’* or *‘type’*.

Potential areas for future 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 Sandhurst 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 be embedded to prove a useful contributor to exploring further issues of fundamental British Values and could rights education further complement and enhance your provision and offer?

- Reflect upon the school becoming a Rights Respecting Schools with UNICEF. There would be fertile opportunities within that to make links to the Holocaust and genocide work being developed, especially in terms of prevention and Genocide Watch.
- Consider a review of current strategic provision of SMSC and fundamental British Values across Sandhurst School. SMSC is embedded in the school curriculum and ethos and secured by policy – but how is this monitored, mapped, and articulated? The Holocaust education offer at the School can contribute a great deal to such an audit – but the school’s citizenship, charity work, safeguarding policies, PR curricula, PSHE and tutor programme also offer a great deal – together you offer a wealth of personal development opportunities, but how might these be better coordinated, so as a holistic package is better understood and valued by staff, students and parents alike? Mapping provision, identifying areas of strength and any developmental areas will be an opportunity to take forward and in doing so an avenue for you to internally recognise in your school community a real blessing and strength and externally champion to parents and wider community.

*See also Ms Hunt’s SWOT analysis.



5. Leadership and management

Ofsted in 2017 adjudged Sandhurst School leadership and management grade 2, 'good'. This review visit was an opportunity to test the temperature of effective leadership at Sandhurst, and based upon this process, it offers that leadership and management, in so far as they relate and reveal themselves in terms of Holocaust education, to be outstanding.

This review found in Sandhurst Schools leadership, several indicators of a healthy organisation, particularly in terms of its values being lived and not laminated. This revealed itself in the welcome and hospitality afforded visitors. From the school reception to catering staff, SLT to NQT, there was a sense of the School creating a safe space for its community to flourish. There is a shared sense of pride in and gratitude towards the school and sense of belonging to a community.

As we found in the case of the Nepalese students and their participation in school trips and study visits, leaders at Sandhurst School engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services, to ensure access to Holocaust and genocide related opportunity, understanding the importance of relationships, trust and communication.

The Headteacher, senior and middle leaders notice the small things and in doing so honour self and individuals whilst valuing the work; there is in Mrs Smith and her team recognition that we are *'humans first, professionals second'*. This means, where necessary, reflective classroom practitioner and school leaders can debate and discuss with radical candour because there is a high level of trust between colleagues, a spirit of critical friends. Staff can take the truth of *'difficult'* or *'tough'* conversations, because a professional and wellbeing climate exists whereby the person is distinct from the work. Colleagues throughout the review felt they *'had a voice'* and would be heard because as in the classroom, SLT had fostered a safe professional space of *'high challenge, low threat.'*

Sandhurst School leaders have a clear and ambitious vision for providing high-quality, inclusive Holocaust education and training to all. This is realised through strong, shared values, policies and practice. Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of its Holocaust and genocide curriculum and the appropriate use of assessment. The practice and subject knowledge of staff continue to be invested in and are improving over time. Leaders aim to ensure that all learners complete their Holocaust programmes of study as part of their school ethos.

a) The SLT Beacon School link

- The Centre's Emma O'Brien, Beacon School mentor, acknowledged *'Sam [Ms Hunt] has a very supportive Headteacher in Mrs Smith, which has given a really positive impetus to Holocaust education at Sandhurst School – but there is no question the fact that she herself is Deputy Head Teacher has enabled Sam to manoeuvre, embed and drive this project with passion and resource'*. It is notable that Ms Hunt was the first SLT post-holding Beacon School Lead Teacher, and despite her demanding workload and commitments, demonstrated to us all just what was possible, and since 2014 she has served as an example of tenacity and leadership. Her continued commitment to

Holocaust education, despite her professional and leadership advancement, has been key to the schools successful embedding of bespoke quality teaching and learning about the Holocaust meeting the distinctive needs of the community she and colleagues serve.

- It is significant that Ms Hunt, Deputy Head, is the named senior leadership team link for Sandhurst School involvement in the Beacon School programme. In the named SLT link, the Beacon School programme enjoyed an articulate, passionate and fully engaged senior leader, who from the outset endorsed the work, contributed positively and ensured a collaborative partnership between the School and the UCL Centre for Holocaust Education. She has been able to achieve this thanks to the unyielding support and endorsement of the Headteacher, Mrs Smith, who has enabled Ms Hunt to fulfil her passion and develop her specialism.
- In Mrs Smith, Sandhurst School is blessed with an articulate and passionate educator and senior leader, committed to reflective practice, high expectations – both academic and holistic – and to continuing professional development. She has been an invaluable ally and advocate for the Lead Teacher, and the Beacon School programme more broadly – not just for its developing of Holocaust education, but as a vehicle for generic teaching and learning development and therefore whole school improvement.
- Working with other SLT colleagues in the spring of 2014, Mrs Smith worked collaboratively with Ms Hunt to ensure a successful Beacon School application, its subsequent demands and opportunities and its importance communicated effectively in the school improvement plan. It was notable that the school development plan continues to reference Beacon School status in its leadership priorities, including it being an opportunity to enhance SMSC and safeguarding, offer equal opportunity and civics.
- Mrs Smith can clearly and passionately articulate the importance and relevance of Holocaust education. She is a reflective and thoughtful advocate, both for Holocaust education generally, but also for the distinctive contribution of Beacon School status, particularly with how the Citizenship focused approach sits with the schools ethos and values. She spoke passionately for example of Holocaust teaching and learning linking to the schools ‘human values’. Mrs Smith came alive whilst describing her schools’ vision, values and educational ethos and articulated passionately just what Holocaust education contributes:
 - *‘We aspire to ensure no one thinks of themselves as invisible’*
 - *‘I want teachers, support staff and students in our community to feel like they fit’*
 - *‘Ours is an inclusive school, that’s easy to say of course, but we work hard to build that sense of belonging to Sandhurst... that here is a place where they are safe and valued for who they are...’*



- *'As head, I want every student to think or feel that I know them all...so I never ask, what's your name...'*
 - *'To work towards inclusion... means celebrating diversity and difference, that links to the Holocaust and genocides since in terms of othering and the importance of identity and community...we don't want to marginalise and instead encourage students to find their voice, and if they are able to use that to speak out about themselves, or for others in face of injustice or inequality then we know they are feeling safe and at home...'*
 - *'I'd like to think we are all about kindness... to self and others'*
 - *'We're a comprehensive school, truly comprehensive and our school work hard to build relationships so as every student matters... by investing in relationships and people to create a learning environment where each can flourish and achieve...' going on to explain the '...study of the Holocaust enables young people to explore the complexity of being human and to explore issues of responsibility, justice, equality and so much more'.*
- When asked, why they became a Beacon School in 2014, Mrs Smith's response was compelling, revealing much about the values of her school, her regard for her team and deep care for her students:
 - *'When Sam [Ms Hunt] approached me about applying to be a Beacon School, it was primary a question of capacity, not if it was a good idea or not... Holocaust education already played a significant part in our school, was really in our DNA and a core part of our being a community and sense of belonging... By capacity that was really a question of could Sam do any more? You know, would she manage it along with teaching, her being Deputy and with DSL too? But those of us who know Sam, know that she could and indeed would manage it... that Beacon School work and status would add to us, enrich our existing provision and not take from us. And it has benefitted our school, staff and students in so many ways, but knowing her as I do, I know that it costs Sam... Sam is heartfelt, that big heart is intrinsic in everything she does...there is no half measure... The impact and outcomes of what she puts in for the Holocaust and Rwanda work tends to snowball because it is so impactful and effective and so her resilience and heart is astounding. There is no question she has driven this forward, but she has brought others on board, shown great resilience and provided others such life changing, life affirming opportunities, both students and staff I mean here, that whilst she is the root and trunk of our tree, there are spring-like branches emerging and flowers that blossom across the school in other departments...'*
 - *'Sam's [Ms Hunt's] ability to inspire, I think, is second to none. Her tenacity is incredible, and actually, when you drive something like this you kinda need a thick skin as its not everyone's comfort zone... and there are set backs, ideas or elements along the way that haven't worked the way we hoped or a hurdle or challenge has arisen (like with Calais) and she takes a deep breath, considers what's possible, keeps going and something special results... largely because it matters so much Sam... but she doesn't have a thick skin, and that makes all that*



she does all the more inspiring, authentic and incredible to see, and why its such a privilege to support her and lead alongside her. People, by that I mean my staff and our students, are moved and inspired by Sam... she leads and not drags people through her example. As a senior colleague I know she never asks of others what she won't, doesn't or wouldn't do herself... At times I think she is a victim of her own success, but any other way and she wouldn't be Sam... the students just know she cares, and they trust her...'

- *'What shines through all of it I think is her [Ms Hunt] absolute love for our school. She truly embodies and gets it, her hands and arms are really wrapped around this school and I'd say she embodies the soul of school... and that speaks to why being a Beacon School wasn't just an add on or badge, because it was intrinsic to our values... There is a "Sandhurst Type" or teacher type or fit, because of our ethos and approach... We have a special ethos here I think, we have a "compulsion to do the right thing" rather than obsession with Ofsted's outstanding and so on... we have what we call a "deliberate botheredness" approach to how we check in on staff and students alike, you know, how are they, and that ties to our Holocaust work as its all about the human being, relationships, community and civic society.'*
- *'She [Ms Hunt] is her own worst critique at times, but her sense of humour and kindness carries us all on many occasions.... She is both human and professional... I trust her judgements, her instincts about people and situations are second to none and her integrity are qualities I value as both Headteacher, line manager, colleague and friend.'*
- *'For us, being a Beacon School has enabled and emboldened us... It's given us opportunities to develop as people and professionals, signposted new ideas, approaches, research and so on, and in partnership with other schools enabled us to glimpse what else might be possible... Its modelled to us possibilities and equipped us with the confidence, commitment, knowledge and skills to meaningfully take what is relevant for our context and young people and run with it...and I think you see its impact, in combination with what we did already, a legacy that has transformed lives, outlooks and understanding... it's a source of great pride to us, not just a badge, an award, a status, but because it embodies what we stand for as people, professionals and as a school community and in it, through it, we have included everyone.'*

- For Mrs Smith, the academic credentials of UCL and IOE, and the research informed approach are central, aside the moral imperative to study the Holocaust, to the drive to become a Beacon School. For her, the impact of the status is upon teaching and learning, both academic and holistic that results from such study and opportunity, and in the investment of teacher training and ongoing professional developments.
- Mrs Smith has an acute appreciation of the potential for Holocaust teaching and learning to contribute to a schools' safeguarding duty. She spoke for example of the need for students to develop criticality and independent thinking in the face of political parties' overt and deliberate distortion of facts, the divided nature of global, national and local politics and the increase in

'othering'. She argued persuasively that as educators we must equip young people, particularly the most vulnerable in her school community, to discern the difference between opinion, belief and facts, so as on issues like human rights abuse or genocide *'you can't sit on the fence'*. Mrs Smith remarked that Holocaust education at Sandhurst School thereby *'significantly'* contributed to SMSC provision, FBV and the Prevent Duty incumbent upon all teachers.

- The SLT link has explicitly praised and clearly valued specialist Holocaust education CPD. Mrs Smith and Ms Hunt have led assemblies and facilitated or met with UCL colleagues during the mentor visits to the school and been an effective support for the lead teacher in the network building and successful hosting of a CPD day and twilight events. This, alongside enabling CPD opportunities for specialist training, is indicative of a school that recognises the importance of quality ongoing staff development – and we would like to partner with you to further this by collaborative hosting of twilight CPD events in your region. As discussed in more depth later, Twilight CPD events can be arranged by contacting the Centre's Tom Haward or CPD dates calendared annually by Ms Hunt, with Mrs Smith's gatekeeping and approval, in liaison with UCL Centre's Emma O'Brien. This will enable more Sandhurst School teachers' access to specialist provision – which can only help consolidate school improvement and support quality Holocaust teaching and learning.
- During the School Senior Leadership meeting, Mrs Smith stated her pride and desire to *'...celebrate and share the schools Citizenship work ... (namely Ms Hunt)... by seeing her take on that Beacon status and [if successful] share the Quality Mark accolade with others in the region... to become a champion.'* She confirmed that the role of the Beacon School Lead Teacher has been formally recognised with the school's appraisal/performance management system. Despite being Deputy Head Teacher, Ms Hunt insisted her Beacon School Lead Teacher work be included and recognised as part of her performance management targets. This is recognised in her 'Target 3: Work to promote equality of opportunity and the celebration of diversity' and in her commitment to 'Develop the Beacon School programme by successfully building and establishing a school in Rwanda'. In terms of application for and development of the Beacon School status, this was formerly one of Ms Hunt's performance appraisal objectives. Headteacher Mrs Smith confirmed that the Beacon School target was *'...successfully achieved and [she/Ms Hunt] is very much on track this year for Beacon related/Quality Mark objectives.'*
- Senior leaders at Sandhurst School *'set the tone'* and together, with Mrs Smith, *'make the weather'* for their schools; so, with such strong and visible leadership in place, with Ms Hunt front and facing, the UCL Beacon School programme enjoys considerable recognition and support. It is hoped, this will be further enhanced and appreciated considering this review process – shining a light on Sandhurst School's significant achievements in Holocaust education. The developing specialism in this area is rather distinct; from the range of excellence evidenced in this review, there is much for the school to learn from sharing best practice and innovation – helping to drive school improvement - but also for network or partner schools in Berkshire and beyond.
- Within the SLT section of the 2014 Beacon School application, Mrs Smith wrote about the support that would be given to the Lead Teacher, thus *'...The Lead Teacher has been and will be supported*

in developing her own expertise in the field of Holocaust Education, through attending training and conferences. The school already allows her to visit and work with other schools and will continue to do so. Holocaust Education is given a rightful priority in the school. A considerable amount of curriculum time is devoted to it and the programme has its own budget. The Senior Leadership Team and the Governing Body are keen to see this highly successful programme develop even further and to be regarded as a model of excellent practice. Samantha Hunt will be fully supported in this endeavour.¹³

- It is rare to see such outstanding leadership articulate the potential and need for Holocaust education so powerfully as evidenced in this review – SLT, led by Mrs Smith and Ms Hunt, have made the status meaningful and not superficial; they have understood the educational benefits and the moral imperative whilst also recognising its contribution to school improvement, staff development and student outcomes. Ms Hunt has successfully enthused staff – communicating effectively to take all on the ‘Beacon School journey’ to embed Holocaust education as something meaningful and increasingly impactful within History and at faculty level – but more can be done to reach out effectively and champion this achievement, but also to heighten awareness among local schools and SLT peers.

b) The Beacon School Lead teacher

- Ms Hunt is unique in terms of Beacon School Lead Teachers, upon application she was already an establish Deputy Head Teacher, with responsibility for Teaching and learning, SEND, staff development and performance and ITE – more recently adding Designated Safeguarding Lead to her portfolio of responsibilities. Despite the enormity of pressure on her time, she wanted to develop her specialism and passion for Holocaust and genocide education.
- The application demonstrated her (Ms Hunt) ability to lead projects at a whole level, despite that demanding Deputy Head role, indeed the Holocaust and genocide work she led had already garnered national recognition, for example, QCA some years ago, recognised the schools Holocaust and genocide education programmes as examples of “excellence in education”.
- Ms Hunt had personally been recognised for her Holocaust and genocide related work, prior to her Beacon School work. *‘I personally have been recognised as a Secondary School Teacher of the Year by the National Teaching Awards, as the Anne Frank Inspirational Educator of the Year, as a “Pride of Bracknell” and as a Sue Ryder “Woman of Achievement”, mostly due to my leadership of various innovative projects’.*¹⁴ Applying for Beacon School status in 2014 was only further evidence her commitment to grow, develop, refine and learn.

¹³ See 2014-15 Beacon School application form.

¹⁴ 2014-15 UCL Beacon School application form.

- In Ms Hunt the UCL Centre for Holocaust Education Beacon School programme enjoyed a reflective and fully engaged participant. She attended the pre-requisite 1-day CPD, the London residential and Poland Study visit. Her Mentor Emma O'Brien confirmed, saying:

'She always had a clear idea of what she wanted to achieve and how she wanted to develop her work. On the Poland visit she was always positive (in torrential rain at one point) and ready to be involved. On the London residential (she came in a day late as she was coming back from taking students to Poland) she readily participated and contributed to discussions.'

- Her highly impressive and well-respected work as UCL Centre for Holocaust Education Beacon School Lead Teacher clearly evidences both compliance with and embodiment of the teacher standards. The review found that Ms Hunt:
 - Designs effective and rich subject curriculum and assessment
 - Demonstrates strong subject and curriculum knowledge
 - Fulfils wider professional responsibilities by contributing positively to school life
 - Upholds public trust in the profession
 - Promotes good progress and outcomes by pupils
 - Effectively leads, communicates and supports a large team of varying experience
 - Plan and teaches well-structured lessons
- This senior leader's thoughtful, highly reflective practice, commitment and developing expertise of Lead Teacher, Ms Hunt, is widely acknowledged as providing the project's impetus. Mrs Smith spoke warmly and respectfully of Ms Hunt's *'thoughtful, reflective and inspiring'* leadership of the project. Others of her successfully *'...taking relatively inexperienced or non-specialist colleagues with her on this journey'* ensuring it has felt a genuinely shared and collective endeavour despite staff turnover and challenges. Mrs Smith talked of Ms Hunt's leadership as 'Lead Teacher' having given Sandhurst School's Beacon School engagement *'direction and dynamism'* – her passion and enthusiasm for Holocaust education as part of a 'real education' experience is palpable and to be praised.
- During the review's SLT link meeting, Mrs Smith stated her pride and desire to *'...celebrate and share the work of the Citizenship team...'* often non specialists drafted from other departments *'... and by seeing her take on that Beacon status and [if successful] share the Quality Mark accolade with others in the region... to become a champion.'*
- Similarly, it was telling students spoke of Ms Hunt's *'...incredible knowledge of the Holocaust'*. There is an authenticity to her commitment to Holocaust education that comes across in the classroom and among her peers. This should be celebrated, and her specialism shared within the school and beyond.

- Ms Hunt, 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 Sandhurst School’s review is to be found in her ability to work in collaboration with her team and alongside Mrs Smith. This partnership served to ensure senior leadership support and Head Teacher endorsement, all this galvanising a spirit of collegiality and community among faculty and departmental colleagues for the Beacon School shared endeavour. People have become immersed in this educational endeavour and empowered by the CPD that Ms Hunt and UCL have provided. Teachers have used the stimulus and guidance and made it their own; relevant to the discipline and their respective roles in school, suitable for the individual needs of their learners, within the context of the community they serve – this is a huge achievement.
- Ms Hunt has successfully introduced and deployed a growing wealth of resource and demonstrates it in the classroom and generously shares with colleagues. She has the skillset and experience to richly deserve her acclaim as a regional leader in the field of Holocaust education in schools, and this review suggests consideration of whether 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, or taking up future Quality Mark alumni opportunities?
- Succession planning is a recognised concern/issue for consideration, confirmed independently by Ms Hunt and Mrs Smith. There is a clear steer from the Headteacher, Mrs Smith, that it is her intent to soon retire – with the inevitable question of what Lead Teacher, and Deputy Head, Ms Hunt may do. Were Ms Hunt to successfully apply for Headship at the school, this would have inevitable implications for the programme and the Holocaust teaching and learning offer as stands and necessarily limit her involvement in it; on the other hand, should another come in to lead the school, would they share the vision that has been built by Mrs Smith and Ms Hunt, and continue to recognise and support the school’s Holocaust work and would Ms Hunt choose to stay or perhaps seek headship elsewhere? These are deeply personal and professional considerations for both senior leaders and will bring with them, change. Whilst much remains uncertain, in terms of personnel, there are internal recruitment expectations to replace Ms Hunt should she leave the school or step up into a new role. There is an SLT backed commitment to train and invest in Holocaust education, so as potentially to secure internal applicants should need arise and much consideration is being given to sustainability, short, medium- and long-term planning. The Centre stands ready to support in whatever way it can during a period of transition.
- The personal and professional ‘journey’ of a Beacon School lead teacher is always revealing; this is especially true of Ms Hunt, who students described as ‘*force of nature*’. As mentor Emma O’Brien remarked, ‘*Sam has been an absolute pleasure to work with and continues to inspire the Centre with her achievements and innovations*’.

c) The Beacon School SLT and governors

- This review confirms the 2017 Ofsted view that *‘Senior leaders are determined that pupils at Sandhurst School achieve academic success and leave as responsible citizens.’* Beacon School status has been part of that ongoing development journey and has since 2014/15 been in the school’s improvement/development plan explicitly and will continue to be referenced in terms of SMSC and curriculum development annually (minimally for the period of this Quality Mark, until 2024).
- The review found in Headteacher, Mrs Smith, a proud, enthusiastic supporter of Ms Hunt and of Sandhurst School being a Beacon School. Here is a senior leader who is a strong and articulate advocate for Holocaust education, for civics, rights and principles of respect, empathy and inclusion. That Mrs Smith, SLT link for the project, has attended the CPD day, and engaged in a hugely positive way is not insignificant – the degree of SLT engagement and support for fellow senior leader and Lead Teacher, Ms Hunt, is highly unusual and has undoubtedly contributed to its success. All senior and middle leaders should be commended for the encouragement and positive engaging with Ms Hunt’s efforts, the importance of Holocaust education and recognition of its valuable student outcomes.
- Mrs Smith and her 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.
- This review found Headteacher Mrs Smith to be well informed, insightful and engaged in the process and clearly proud of her staff and students for engaging in this opportunity in the way they have. It is this review’s contention that senior leaders at Sandhurst School have played their part in the Beacon School process (not just Lead Teacher and Deputy Head, Ms Hunt) – and they should be proud of all that she and the school have achieved to date in this area of specialism.
- Leadership and management’s support for and embracing of Holocaust education and Beacon School status was best articulated in it being key to the school’s developing confidence in *‘what it is we believe in’* as a school and staff body. Throughout the review process, various staff outlined the impact of UCL Holocaust Beacon School status at Sandhurst School in terms of her educational vision and the school’s mission and ethos. Holocaust education has Mrs Smith explained *‘contributed to that values narrative and securing us to our mission and purpose in a powerful and quite unique way... for many of our staff it has tuned them back into real education and a sense of vocation and service’*.
- Sandhurst 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 schools' 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 work's profile and significance, and students understand how seriously their school takes Holocaust education. The fact it is valued by all was confirmed in the several opportunities to converse with students and staff across the school, during the review visit. Whilst students don't know their school is a Beacon School for Holocaust education (*a finding that can easily be remedied and quickly actioned*) they can articulate absolutely its importance in ways that reflect 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.
- Whilst it is evident Ms Hunt values Holocaust education from a discrete disciplinary perspective of Citizenship, Mrs Smith recognises and appreciates its wider contribution, whether in terms of SMSC and other whole school priorities, or in terms of school improvement. She spoke of the Holocaust's emotive resonance and embedded historical connection but pointed to problematising 'Britishness' and pride in the study of the Holocaust, something within it which speaks to her school communities' identity, values and sense of self.
- Whilst there is no named link governor to support Holocaust education, the Head, Mrs Smith noted their awareness of Beacon School status. Ms Hunt echoed this point, recognising their support regards resourcing their Holocaust education work and some of their participation in visits to both Poland and Rwanda, and mused about potential further opportunities to cultivate involvement.
- Sandhurst School is a forward-looking school. Despite challenges – as with any school - its commendable and empowering vision for its learners, is led from the top, and embodied in the schools' ethos, character, identity and values. That comes from the Headteacher, Mrs Smith, her SLT and flows throughout the school community. She and her 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.
- There is a prevailing feeling that Sandhurst School's Mrs Smith and her senior leaders recognise and value Ms Hunt'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 together the school is looking forward to further developing its links and engagement with the UCL Centre for Holocaust Education, especially regards research and future CPD opportunities.
- The success of Holocaust education provision at Sandhurst School is testimony to the best in respectful working relationships and meaningful communication between school leadership and middle leaders; especially evident in the supportive, constructive and creative dialogue and collaboration of Ms Hunt and colleagues.

- Sandhurst 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, though more effective and illustrative data tracking, monitoring of Holocaust related progression and outcomes could be developed – this would be at odds with the values of the programme as seeking attitude shifts and transformative change – but could be done in high challenge, low threat episodes as starters/plenaries. One other factor for SLT to consider moving forward is long term sustainability, succession planning and the extent to which impact is sustained long term. What would Sandhurst alumni students from 2014 say about their experience?
- Self-evaluation and reflective practice at SLT level is – in the judgement of this reviewer – a Sandhurst 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 from Mrs Smith; instead there is an ongoing commitment alongside Ms Hunt and colleagues to further reflect, develop, refine, innovate, collaborate and explore opportunities where appropriate.
- There is pride in belonging to and being part of the Sandhurst School community from students and staff. This was palpable with regards to Beacon School status from senior and subject leaders. Ms Hunt regularly *'writes articles for the school newsletter and about aspects of our Beacon Status and always mention it. The status is also mentioned at parents evening events leading up the various trips I organise. I am very proud of the status and mention it whenever possible'*. Beacon School status continues to be a school priority but is not yet fully a recognised award among the school community or respected by students. Ms Hunt recognised this during the review, *'If we achieve the Quality Mark status we will be delighted. If successful I plan to: write a newsletter article on the QM, send an article to the local newspapers, amend our school headed paper to include the QM, put the report on the website.'* There is a clear commitment to developing this status at Sandhurst Schools and it seems opportune with the Quality Mark award to address this in the manner described but also in school assemblies, in displays around the school so as to raise student awareness, pride and for them to recognise what their school does is rather special. It then becomes something of the culture of the school and something that can be seen and understood at parents or open evenings, and community events.
- School senior leaders have a clear vision and drive to move the school forward, to ensure for all its learners the positive, quality and enriching learning experience and outcomes they deserve. In Ms Hunt, they have an experienced and innovative, committed teacher, determined to build upon its Beacon School status and provision. She also enjoys the collegiality and support of colleagues in the Citizenship team and across departments and increasingly secures interest from others across the school who might embrace the Beacon School programme, develop curricular or adopt the Centre's pedagogy. Together these leaders and teachers have the potential to continue Sandhurst School's 'Beacon School journey' – it is becoming a team effort, which it should be – rather than solely driven by the hugely impressive Lead Teacher.

- Despite the hugely impressive provision of Holocaust education in Sandhurst Schools' Citizenship curriculum, it is not to be assumed this is the norm, or indeed easy to attain; the national educational landscape and its policy and accountability demands are immensely challenging, curriculum and assessment ever-changing and budgetary factors are of significant concern, as are staff recruitment, retention and teacher training or CPD access. It is even more creditable then that Ms Hunt, Mrs Smith and colleagues have achieved so much despite this broader difficult educational landscape. 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 analysis) were explained and outlined. The Centre stands ready to work with Sandhurst 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.
- Sandhurst's Governing Body are *'fully aware and very supportive indeed'* of the schools Beacon status for Holocaust education. Both Mrs Smith and Ms Hunt talked of several governors having participated in visits to Poland and Rwanda, seen some of the Holocaust teaching in school and attended related events.

Potential areas for further development

- Continue to ensure the Lead Teacher's developing specialism is recognised or acknowledged through the school's Appraisal system – whether as a target for ongoing development in relation to an 'even better if...' of this report, or simply by way of acknowledging her ongoing work in this area in a comment box.
- Look for opportunities to further engage school governors, parents and the local community – perhaps through family and community learning or policy developments.
- Commit to ensuring Beacon School status is referenced and retained in the school's improvement/development plan and documentation for the duration of the Quality Mark Award and use this accreditation to ensure your study body, parents and wider community are aware of your excellence in this area.

*See also Ms Hunt's SWOT analysis.

6. Commitment to CPD, networks and research

- CPD – whether internal or externally provided – is highly valued at Sandhurst School, in terms of ongoing school improvement, a teacher’s appraisal right to developmental growth and investment, but also key to recruitment and retention. That Beacon School status facilitated and embedded Holocaust education CPD as an integral element to participation has been embraced.
- Reaching out to other schools and building or developing a network of schools is a key feature of the Beacon School model, as schools become hubs of excellent, support and a CPD bridge to the Centre for local or regional schools and colleagues. However, as Ms Hunt noted;

‘Whilst the Beacon School programme is primarily about giving support to other schools, I have found this work to be mutually beneficial as it constantly requires me to reflect upon our own practice in my school and to continuously improve what we do.

*I have reached out to a number of other schools, sharing schemes of work and learning resources with them, evaluating their SOWs, providing training and inviting their staff to visit my school to observe good practice. I have adopted the “small wins” approach supported by the research of Huxham and Vangen (**What makes partnership work?** 2000), helping other schools to secure modest, achievable outcomes first, before launching more ambitious projects.*

In addition, every other year I organise visits to Rwanda for teachers from all over the UK to model the active citizenship project and visit they could organise at their own school. I also guide staff and students from other schools on visits to Holocaust sites in Poland once a year, again to enable other schools to organise their own future visits to enrich their Holocaust programme.’

- According to UCL mentor Emma O’Brien, the school successfully ran a CPD day ‘Unpacking the Holocaust’ in partnership with UCL, thereby fulfilling its programme expectation to host the teaching team and provide specialist training provision for the school and four of its hub partners. Emma reflects, ‘Sam [Ms Hunt] was brilliant on her CPD day. She welcomed participants and stood out as a Lead Teacher when speaking to the group and played a significant role in hosting the day in partnership with us.’
- That approximately 15 Sandhurst School staff attended and participated in the UCL Unpacking the Holocaust CPD is indicative of its commitment to Beacon School status and the support afforded the programme by the senior leadership team. It should also be noted that the School and Lead Teacher Ms Hunt play a significant training role regards teachers coming into the profession; this is through the Bracknell Forest Partnership and RPT. The Lead Teacher, leads SMSC training in the locality (supporting six other schools’ spiritual, moral, social and cultural development), and in April 2019 she took staff from 15 different schools to Rwanda, advising 3 other schools about organising trips to Poland or Rwanda, and has shared teaching resources with ‘so many schools [she has] lost count’. This is a significant contribution. As is the number of students who benefit from such international site-based visits: to date, since 2005, some 700 students have participated in the schools Poland 3-day trip, with more who have annually engaged with the Lessons from Auschwitz Project with the Holocaust Educational Trust. Approximately 180 students have travelled to

Rwanda (18 staff), 20 students to Bosnia (with upwards of 25 teachers enabled to go through a CPD opportunity) and 12 to Calais.

- Ms Hunt has a commitment and emerging specialism in the field of Holocaust education before successfully applying to become a UCL Beacon School Lead Teacher, however, her involvement in the programme has enhanced this and she has been tireless in using her platform and opportunities to advocate for the Centre, champion her school and share good practice with others, whether in local schools, her hub or network, or in outreach more broadly. For example, in the last few years Ms Hunt has been invited to:
 - Speak in the House of Commons twice
 - Address conference of 2,000 Rwandese, televised in Rwanda
 - Make a programme for television on the Bosnian genocide
 - Deliver workshops at numerous conferences, including ‘Empowering Young People to Change the World’, and memorial events.
 - Contribute via BBC Radio
 - Speak to the Church of England Synod
 - Lecture at the Universities of Oxford and Winchester
 - Write articles for several newspapers
 - Share resources with many other schools.

In addition, Ms Hunt regularly attends national and regional Holocaust Memorial Day ceremonies, and other commemorative civic events such as Srebrenica Memorial Day.

- It is clear from the review visit that Mrs Smith and Ms Hunt and are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2020-2024 and keen engage with research, evaluation or piloting projects or host further CPD/twilights opportunities.
- 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 about the impact of Beacon School status, the review heard the following:
 - *‘It’s renewed my love of teaching... the CPD has been great for developing subject knowledge, enriching my toolkit of teaching strategies... took me back to an interest in the pedagogy... but more than that it spoke to me a person, not just as an educator... it was a deeply moving, personally intense day... so, so valuable...’*
 - *‘I’ve an MA in education, I’ve been deeply committed to and engaged in human rights and citizenship for years, but the UCL training shone a new light on that and reinvigorated me...’*
 - *‘It seems wrong to say I enjoyed the training given the subject matter, but I really got so much of it... it was intense, but I went away buzzing with ideas and new connections’*



- *'When Sam [Ms Hunt] said I could do the training I was a bit reticent. As I non-specialist I thought it would help my subject knowledge, but didn't think it would have much application to my regular classroom practice... it was a fantastic day and I gained so much from it...'*
- *'...refreshing in approach...timely in my career... game changer for my practice'*
- *'For me attending the CPD was a challenge, it was an intellectually and emotionally taxing day, as it should be given it's the Holocaust we are talking about... but whilst I left a bit rung out I was inspired and excited about going back into the classroom to talk to young people about the Holocaust and I was able to draw other more generic teaching and learning gains that have improved my confidence and practice all round... It's CPD that really stands out for me, it's a physical memory of the day that I have... it pulls your guts out in a way, but stretches your mind and ideas, its uncomfortable, yet essential and completely human...'*
- *'...it instilled in me the expectation that I should do less, and the students should be doing more within our dialogue... gave me the confidence to understand and recognise opportunities to learn and wrestle with difficult issues together'*
- *'Superbly led by specialists and with bonus of being research informed, challenging, inspiring, so what's not to love about it?'*
- *'...the days focus on sources has revolution my approach. Now rather than just presenting sources for analysis I frame those lessons around inference and the validation of evidence. The quality of the kid's analysis is markedly improved, and they are increasingly independent...'*
- *'Instead of shying away from difficult or sensitive, controversial or challenging topics I am now more confident to embrace and confront them and, even when sometimes the conversation goes off track or something, I am more equipped and confident now to appreciate these are among the most important teaching and learning moments...and since the training and using it as I have, I have had some of my most profound and special conversations with kids... that's a special gift that UCL and Holocaust education in this school has given me...'*
- *'...a brilliant session which improved the quality and range of my questioning so much...'*
- *'It was great to just think about thinking and to have time to talk with colleagues... that investment in me and my practice hasn't been there since my PGCE... I really valued the school giving me that and thankyou UCL.'*
- *'The training meant I was supported and invested in to play my part in Sandhurst's amazing Holocaust and Reaching Rwanda programme. With no specialist background I could really have floundered, done everything wrong and unintentionally added to students misconceptions, but with Sam's [Ms Hunt] support and the chance to do the UCL training I*



feel like I was able to bring something to citizenship and this important subject... to have the lesson materials and guidance there is great, its given me the confidence to get more involved and now it's really a privilege to be part of something really special at Sandhurst.'

- *'It was great day of CPD... and I know what a difference it's made to my teaching and I can see what a difference it has made to my students... I'm doing things so differently as a result and the student's outcomes are all the richer for it...'*
- It is clear for several colleagues the re-engagement with research and pedagogy was an exciting and unexpected positive outcome of Beacon School status and engaging with specialist CPD. Some talked of the Beacon School coming at a pivotal time in their personal and professional lives – that in some way the opportunity and engagement in CPD was *'vital to my wellbeing and remaining in teaching'*. Another said they had *'fallen in love with teaching again'* and that it has *'reinvigorated me...really affirmed me as a teacher,... as a woman of colour'*.
- Opportunities to immerse themselves within research and pedagogy was an exciting and unexpected positive outcome of Beacon School status, and referred repeatedly in a range of contexts throughout the review as *'welcome'*, *'something I hadn't 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.'* This seems to have been especially welcomed and appreciated by non-specialist staff delivering Holocaust education through Citizenship.
- Of special note, in the respect of research engagement, are the remarks of the Centre's Senior Research Associate, Dr Alice Pettigrew:
 - *'I was fortunate enough to be able to visit Sandhurst School over the course of two terms between November 2016 and March 2017 to observe a complete unit of Year 10 Citizenship lessons on the Holocaust within a research capacity. The primary focus of my research during those visits to Sandhurst School was the personal sense made by individual students when encountering this subject rather than the form or content of the lessons themselves. However, it was impossible not to be immediately – and repeatedly – struck by the extraordinary passion, energy and expertise with which they were delivered by Sam Hunt. On subsequent visits to interview groups of students in other citizenship classes (later in 2017 and again in 2018) it was obvious too that Sam's passion had been powerfully shared with her colleagues who in turn ensured the interest and enthusiastic engagement of students. I especially appreciated the opportunity to hear students' lively, informed and reflective considerations of the salience of what they had learned with reference to their own contemporary understandings and ideas of, for example, 'prejudice', 'discrimination', 'justice' and 'equality', not only within their local, immediate communities and at the level of national politics and discourse but also internationally.*
 - *'...whilst my field notes don't really lend themselves to the aims, purpose of this report, as my focus was never really on the teaching, although you could probably write a whole article about how impressive the whole day Holocaust teaching day was! Sandhurst is a special*

place and its Holocaust teaching and learning and commitment to the Beacon School programme is remarkable. It was a privilege to spend so much time and learn so much from such generous, thoughtful, committed staff and students who not only share so many of the Centre's pedagogical principles but also understood and appreciated the value of taking part in our empirical research.'

- As noted previously, whilst the opportunity for Ms Hunt to travel to Poland as part of the Beacon School programme, was not the first Holocaust related trip or educational visit undertaken, it provided the Lead Teacher a personal and professional stimulus, the continuing professional development of which is clear to see. The trip to Poland, has impacted upon classroom practice when teaching and learning about the Holocaust, but also in wider departmental considerations of generic site-based pedagogy. Whilst reflecting upon the impact of the study visit Ms Hunt explained that:
 - *'I have been extremely fortunate to have had the opportunity to study the Holocaust and to explore pedagogical approaches at a wide range of Holocaust education organisations, but, without a doubt, the greatest impact on my practice has been from the UCL CPD course and the outstanding study trip to Warsaw. The UCL style of pedagogy, emphasising the humanity of all involved, focusing on individual stories, and open, honest, and respectful enquiry rooted firmly in historical fact, are the strategies I have aimed to incorporate in my scheme of work. I found the learning strategies employed at the site visits in Poland to be particularly informative and I have sought to utilise them during the 3-day visit I organised for my own students.'*

Whilst the Lead Teacher's understanding of the complexity of complicity and compliance and the role of agency was challenged during her Poland visit – the student voice panels also reveal students were alert to the complexities of human nature and thereby concerned for individual experience and importance of context. There could be an argument for using the 'Being Human?' materials from UCL – either in the scheme, in RE or the Holocaust Remembrance collapsed timetable day to build and enhance this aspect.

- 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 Sandhurst School affords the subject matter and what can be achieved; it speaks to the broader educational and civic mission statement of Mrs Smith and the SLT.
- Senior leaders at the school are forward thinking and not complacent. Despite obstacles and challenges to the provision and status of Holocaust education Mrs Smith and Ms Hunt are keen to move forward to consider the opportunities, the ongoing possibilities for partnership with UCL and furthering professional develop. They are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2020-2024.

- CPD dates can be calendared annually by Ms Hunt and the senior leadership team, in liaison with UCL Centre's Emma O'Brien. This will enable more Sandhurst 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 Sandhurst 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 Sandhurst School learners, teachers, UCL and other partners.

Potential areas for further development

- Aim to schedule at least one CPD event linked to UCL Beacon School status a year – whether partnering to host a full CPD day in your locality or a specific twilight opportunity for your school - to ensure capacity and critical mass in the school or further develop your network to ensure a thriving hub. The UCL Centre for Holocaust Education stands ready to assist – contact Emma O'Brien, Tom Haward or Shazia Syed to arrange this for the coming year.
- Encourage and support colleagues who have completed the one-day UCL CPD to consider the online MA module, as they might relish the academic challenge and its direct link to pedagogy and practice. Contact Ruth-Anne Lenga or Shazia Syed for details.
- Consider the 'Authentic Encounters' twilight or the 45minute online CPD as a vehicle for whole staff INSET, not just to enhance Holocaust teaching and learning, but as a means to support safeguarding and explore the notion of a pursuit of truth. Through this lens, Authentic Encounters can support scholarly resilience among colleagues, and help teachers and indeed students in our classrooms to question how it is we know what we know. Such an opportunity would allow colleagues to engage in deep thinking about what it means to *'develop young people's critical thinking skills through exposure to a wide range of primary and secondary sources, leading them to question motive, reliability, authenticity and typicality whilst being acutely aware of the certainty with which they can make judgements about the past'*, indeed inferences and examine fake news or information today. In conjunction with this, our new suite of online, open access materials for students, 'Then and now: exploring the Dimpleby dispatch' may be something English, Citizenship and History colleagues could work together to adapt or facilitate – and there is CPD available from the Centre to support this.

*See also Ms Hunt's SWOT analysis.

Phase 4: Summary reflections of quality mark visit

Because of these activities the reviewer would like to report

What Went Well:

- This review confirms that Sandhurst School's Holocaust education provision, its quality teaching and learning **is** indeed strong, its genocide education, distinctive. The developmental recommendations or questions raised in this report are not intended as criticism, but rather are reflective of a hugely innovative and ambitious programme. The scheme of work and approach, aims to achieve much that will be UK or even European leading, particularly regarding links to Bosnia and Rwanda – but inevitably this is a process intrinsic to the specialism and passion of the Lead Teacher – and speaks to the willingness of her colleagues and the school, to go out of their comfort zones and tackle difficult and sensitive issues. This report looks to support the ambition and potential for this work by acting throughout as a critical friend. Holocaust and genocide education provision at Sandhurst School **is** contributing to a curriculum that informs, engages, empowers and inspires its learners and does support wider school improvement.
- Beacon School status plays a crucial part in securing excellent SMSC provision and this should be widely celebrated.
- The quality of teaching and learning, and the outcomes for learners, particularly within Citizenship, has benefitted from Beacon School status.
- Ambitious and reflective school and leadership. Senior leaders and teachers alike are committed to the principle that all learners have the right to access quality Holocaust education.
- Sandhurst School have developed a clear rationale for their approach to Holocaust education that speaks to affective and cognitive outcomes for learners. They are developing a specialism and expertise in the field that is rare, particularly regarding its comparative genocide approach. As a result, the provision for and impact of Holocaust education at Sandhurst School has significantly improved because of UCL Beacon School programme participation.
- This scheme of work/learning is informed by the UCL Centre for Holocaust Education pedagogy and educational principles.
- The centrepiece of Sandhurst School's strength in Holocaust education is built upon the quiet constant pursuit for research informed quality teaching and learning and a commitment to ongoing and specialist professional development.
- The lesson observed for the purposes of review bore the hallmarks of quality teaching, rather than just quality teaching about the Holocaust.



- A vocabulary of rights was an undercurrent, informing or framing several student contributions throughout the review process – more could be made of this for behaviour for learning, citizenship, and indeed in securing UNICEF Rights Respecting Schools status.
- Pedagogical practice in Holocaust and genocide education at Sandhurst School is underpinned by research-informed CPD. The commitment to ensuring that all teachers involved in the delivery of Holocaust (and genocide education) have received training is both a credit to Senior Leaders, and a reflection of how integral the support of such individuals is. At the same time, the comprehensive CPD programme provided to staff is the borne of the vision and organisational skills of the Lead Teacher.
- The emerging specialism in Holocaust and genocide pedagogy at Sandhurst School carries with its wider positive ramifications for teachers' general practice. This is recognised by Senior Leaders as well as by teachers and goes some way to accounting for the passion and enthusiasm that staff members display towards the programme.
- Student voice was 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 school's best ambassadors regards the impact of Holocaust education.
- Students are genuinely interested in and enthused by teaching and learning about the Holocaust, as well as other genocides and human rights issues. In short, they enjoy studying these subjects, and want to know more. This can only be the result of good teaching practice, which – of course – is itself dependent upon curriculum design, adequate training, and strong leadership, to name but a few prerequisites.
- Personal stories were a feature of the Holocaust scheme of work that the students found particularly compelling.
- Strong and supportive leadership from the Headteacher Mrs Smith and Ms Hunt as Lead Teacher (but also in her role as Deputy Head), has been critical to the success of the development of Holocaust education at Sandhurst School. They are very positive, supportive, and convinced of the importance of Beacon School status; committed to quality Holocaust teaching and learning; and have afforded staff and the subject matter 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 Hunt, is widely acknowledged as the driver of the project, particularly regards the pedagogical care afforded the subject and her strong disciplinary, scholarly and values driven, civic and humanising approach.
- The Lead Teacher is a gifted Holocaust educator, committed senior leader and a passionate advocate of quality teaching and learning in Citizenship and a wider holistic curriculum, for all.



Thanks to her engagement with the UCL Centre for Holocaust Education CPD, the Beacon School London residential and Poland study visit, Ms Hunt has a secure and rich range of strategies and materials to draw upon, which she deploys confidently and demonstrates in the classroom and among colleagues. She has the skillset and experience of a leader in the field of Holocaust education. This is an avenue for future professional development that UCL should consider regarding opportunities for peer reviewing other Quality Mark Beacon schools.

- The commitment to the status and successful re-designation as a Beacon School is evidence of Sandhurst's approach to ensuring quality outcomes and experiences for all its learners in Citizenship and beyond. There is now a difference in teaching and learning about the Holocaust, and some of the generic gains should be recognised as best practice in other subject areas.
- Sandhurst School have found their participation in the UCL Beacon School programme to be important of itself, but also recognised its opportunities to serve other whole school, educational policy agendas: Spiritual Moral Social and Cultural development, Global Learning, Fundamental British Values, 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 School's Beacon School work undoubtedly contributes to developing learners' emotional literacy.
- Independent thinking is being embedded within Holocaust education and the pedagogy of the UCL Centre for Holocaust Education distinctively recognisable. It is planned into the scheme of work with the expectation that teachers lead less and that students will do more. This is aspirational and an ongoing commitment that should be encouraged and its best practice shared.
- Use of teacher talk is also noticeably strong within Holocaust education and powerful distinctions can be drawn 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 for Holocaust education.
- Partnership with UCL Centre for Holocaust Education in its role as mentor and critical friend has been extremely rewarding, positive and productive. There has been increased engagement with research, pedagogy and classroom practice; staff spoke of a re-engagement with teaching and learning, and true thinking about purpose of education via the Beacon School programme.
- It is clear the Beacon School project has been instrumental to staff and school engagement with academic and educational research.

- The partnership of Sandhurst School and the UCL Centre for Holocaust Education continues to be valued, especially regards CPD provision. Both the school and the university look forward to continuing this partnership in 2020-2024 and beyond. Contact should be made with Centre's e.obrien@ucl.ac.uk and t.haward@ucl.ac.uk to arrange hosting of CPD days or annual twilight events, to continue building a collective expertise and securing sustainability through succession planning.
- Sandhurst School students are articulate, thoughtful citizens; many are keen to learn, respectful and are the school's best advocates. Use your students to champion the school and the cause of Holocaust education. They are proud of their school and their teachers and appreciative of the experiences they are offered here, so this review encourages you to give students opportunities to talk or 'shout about' their positive Holocaust education and genocide awareness experience to parents, governors and the wider community. Sandhurst School is doing some incredible and important work with young people, so it is worth sharing that more widely and loudly – especially the Quality Mark Beacon School status - with the local press and constituency MP.
- Be better at showcasing your evolving specialism in this area – you have far more strengths than your SWOT analysis showed – so, use the schools website, twitter and parental newsletters or local media to 'shout about' this Quality Mark achievement, and thereby use that opportunity as a catalyst to raise awareness of the importance and impact of Holocaust education.



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

- Whilst the quality of teaching and learning, and the outcomes for learners in Citizenship has benefitted from Beacon School status and this continues to be an area of outstanding practice, expertise and passion, it should be regarded as a driver for generic quality teaching and learning throughout the school so that best practice helps drive whole school improvement, not just Holocaust education.
- Whilst infused with UCL Centre for Holocaust Education pedagogy, Sandhurst School's Citizenship scheme and linked curricular in History, RE and elsewhere, there is little use made of direct Centre materials. Some of the Centre's case studies, if not the materials or resources, could be utilised to enrich the existing scheme. *'Unlocking antisemitism'*, *'Being Human?'* and the *'Pursuit of Justice'* suite might particularly support your work, aims and approach.
- Quality teaching and learning about the Holocaust is largely thanks to a thoughtful, innovative, challenging and rich scheme of work/scheme of learning. It may be worth considering scope for including the forthcoming UCL Centre for Holocaust Education resource *'The Long Night'* This is being piloted and may be something to consider for English lessons/colleagues.
- Whilst impactful, might sustainability and pragmatic concerns mean some of the Citizenship burden be shared with other relevant faculties? Might this create cross curricular and further innovative and collaborative opportunities? Or is Citizenship relieving the burden elsewhere?
- Given the success and undoubted effectiveness of the UCL pedagogy for Holocaust education consider opportunities for this supporting whole staff teaching and learning improvement – share existing best practice. There is so much that is positive in this review – it should not be niche to Holocaust education, rather considered transformative and key to supporting/driving school improvement. For example, a whole school *'Authentic Encounters'* twilight could be provided that would inform and support greater staff knowledge and understanding of the Holocaust, but would demonstrate quality questioning, allow for teacher talk reflection, model what student led learning and AfL generically could look like.
- Students' confident use of vocabulary was impressive and marks genuine progress in historical literacy – but it may be worth considering 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?
- Formal assessment regards the teaching and learning about the Holocaust needs continued thought and refinement, including solutions for the current lack of baseline opportunities. This could be innovative in nature – perhaps building on *mythbusting* or in use of starter or plenary

strategies. 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? The questions used in the Centre’s research into student knowledge and understanding of the Holocaust could be useful here, as this would give you a national baseline to compare knowledge to, pre-and post, and complement the existing ongoing assessment within History. This could be offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time. The Centre’s Nicola Wetherall stands ready to assist or support this development should the Citizenship Department wish to – or this could feed into wider attitudinal and knowledge surveys that could be run/tracked across the school. Whilst the review accepts the rationale for non-summative assessment of the unit, clarity on outcomes and what it is that young people are learning, is required to demonstrate effectiveness and support ongoing improvement.

- Similarly, consider developing opportunities for understanding attitudinal change. This could draw upon the key findings and recommendations of the new UCL research briefings. 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. 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 Sandhurst School and its impact on well-being, behaviour and safeguarding agendas (Prevent, SMSC, FBV and so on).
- 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 and mindfulness to tackle passive compliance or the low-level disruption of most able or few disengaged learners.
- Conduct a second Holocaust education audit across the school since the Beacon School year to see just how and where your provision has progressed. 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 principles and in-keeping with IHRA guidelines) is universally recognised and practiced wherever the Holocaust is taught, referenced or explored. A new audit process will help identify areas of possibility and serve to eradicate misconceptions earlier in a whole school, coordinated Holocaust education approach – it may also serve to



identify appropriate areas of the curriculum that could help reduce the burden and share the load. This is an aspirational and long-term potential goal and may tie to sustainability and succession planning conversations.

- Consider a review of current strategic provision of SMSC and Fundamental British Values across Sandhurst School. SMSC is embedded in the school curriculum and ethos and secured by policy – but how is this monitored, mapped, and articulated? The Holocaust education offer at the school can contribute a great deal to such an audit – but the school’s citizenship work, safeguarding policies, RE curricula, PSHE and tutor programme also offer a great deal. Together you offer a wealth of personal development opportunities, but how might these be better coordinated and articulated, so that a holistic package is understood and valued by staff, students and parents alike? Mapping provision, identifying areas of strength and any developmental areas will be an opportunity to take forward.
- 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 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.
- Continue to ensure the Lead Teacher’s developing specialism is recognised and acknowledged through the school’s Appraisal system. 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 the Lead Teacher across the region? Could there be a UCL Associate role in the future?
- 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 Hunt leave, Sandhurst 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. Similarly, what steps can be taken should both Mrs Smith and Ms Hunt leave to ensure senior leadership capacity and interest in the short, medium and long term – including by embedding in school improvement plan, policy and by galvanising governor support?
- Look for opportunities to further engage school governors, parents and the local community – perhaps through family and community learning or policy developments. What is the 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)?

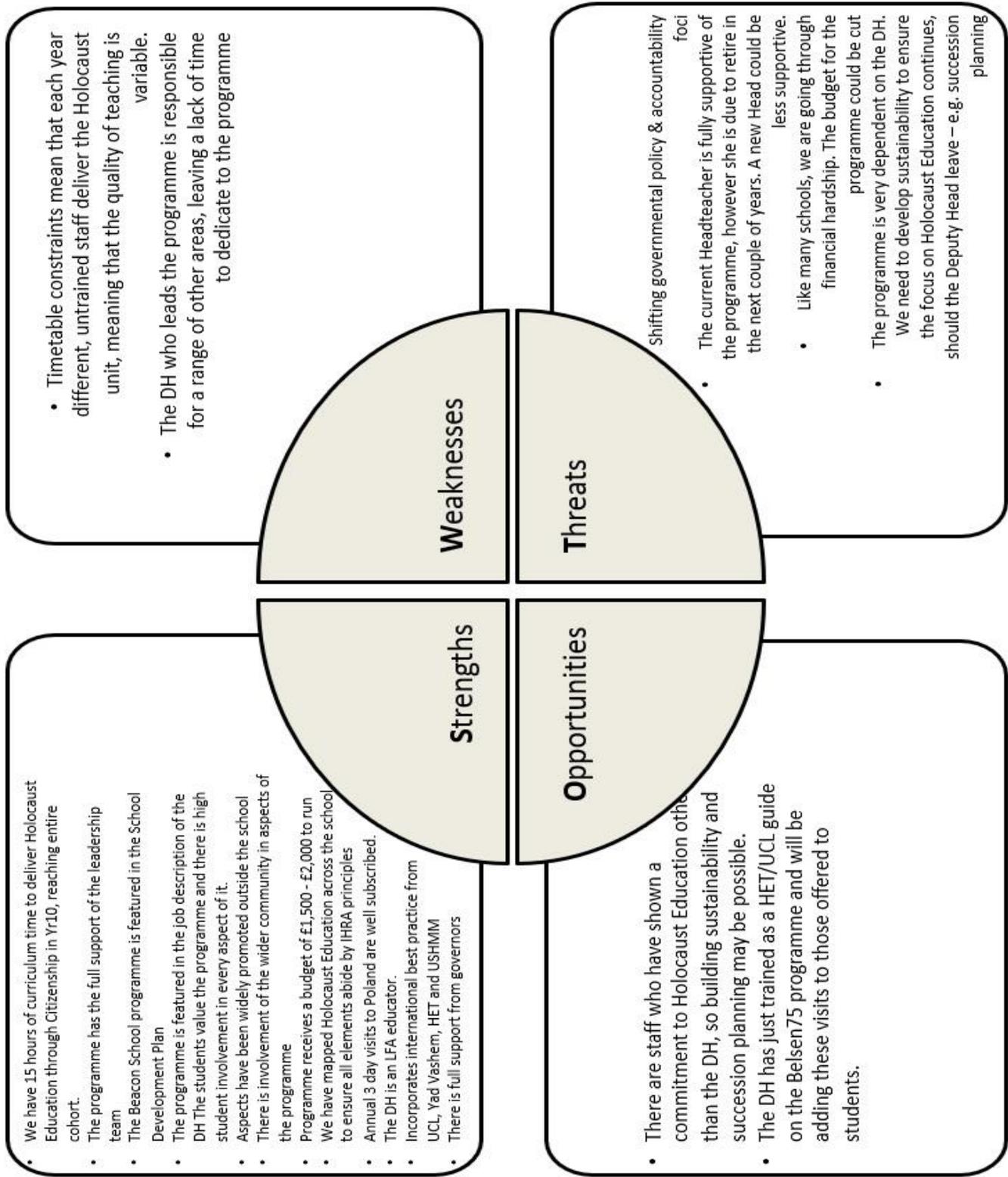


- Commit to ensuring Beacon School status is referenced and retained in the school's Improvement Plan and documentation for the duration of the Quality Mark Award. Including the status in the school's plans serves to help protect the development and reflection time; embed and share best practice as indicated during visit. This could be as a stated target, or as an example or reference point regards holistic aims.
- Engage in the Quality Mark alumni programme moving forward.
- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust Education within your professional development calendar. Aim to schedule at least one CPD event linked to Beacon School status a year – whether hosting a full CPD day to ensure capacity and critical mass in the school, or further building your network or engage your Federation to host a specific twilight opportunity. This will ensure a thriving hub is focused upon Sandhurst School and the UCL Centre for Holocaust Education stands ready to assist – liaise with the Centre's Emma O'Brien for full-day CPD, and Tom Haward for twilight opportunities.
- To further substantive knowledge, confidence, skills and reflective practice, encourage and support colleagues at Sandhurst School colleagues, to consider the FREE 'Holocaust and the Curriculum' online MA module. Contact Ruth-Anne Lenga or Mike Cranny for details.

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 Sandhurst School achieved full accreditation.

SWOT analysis of TandL: Completed by Samantha Hunt, Sandhurst School (Beacon School Lead Teacher)



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 Sandhurst School's designation as a UCL Beacon School for Holocaust education from 2020-2024.

*Renewal of Beacon School status can be again sought within the 2023-2024 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: It was an absolute pleasure to visit Sandhurst School and learn more about your impressive provision for and quality teaching and learning about the Holocaust and your innovative and ambitious commitment to develop genocide education. I left moved, inspired, impressed and empowered by the depth and quality of opportunity and engagement; from the Holocaust, to Rwanda, to BLM and refugees in Calais – supported by SLT and tied explicitly and implicitly to school values, pedagogical vision, policy and practice you are informing and empowering a generation! This Quality Mark is richly deserved recognition of your efforts, including its being driven by such a passionate and gifted senior leader, in a spirit of openness and collegiality in a school where relationships and personal development matters. Thank you to the students who welcomed me to their school and spoke so eloquently and openly about their learning and to the staff and senior leaders who gave me precious time to reflect upon the impact of their work. Together, Sandhurst School, students and staff, have and are achieving so much. You should be very proud, congratulations to you all on this award.

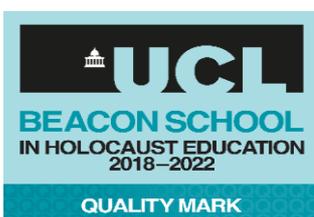
Date: January 2020

Executive Director: Professor Stuart Foster

Executive Director signature



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



Appendix 1:

UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation

Date: 10/01/2020
at: Sandhurst School
LO/LW of: Samantha Hunt (Year 10 Citizenship class)
LO/LW by: Nicola Wetherall MBE



The scheme of work/learning and pre-visit documentation located the lesson for observation as lesson 4 in the series of 8x1 hour lessons outlined in the Citizenship Holocaust focused scheme of work/scheme of learning, ‘*Lessons from the Holocaust.*’

The lesson PowerPoint was provided in advance of the lesson; its objectives to review prior learning and consider the impact of Holocaust education.

To make the lesson observation possible, Lead Teacher, Ms Hunt, arranged to take a colleague’s (Mrs Thompson) Citizenship lesson with a Year 10 class. The pre-visit documentation identified there were 25 students in the class. 4/25 students indicated with SEND flags on the class plan. Specifics of the needs were not offered in the plan but were discussed in conversation regards the lesson. 3/25 were identified as PPG eligible and 1/25 as EAL. The class was made up of 13 boys and 12 girls.

The learning environment was the groups regular citizenship teaching room – a mathematics classroom.

- The lesson observed demonstrates the powerful and well-structured, challenging, engaging and emotive scheme of learning, quality teaching and learning experienced at Sandhurst School.

	Not evident	Even Better If...	Good	Excellent
Evidence of student progression in terms of knowledge, understanding and/or pupil self-awareness (reflection)	<p>Is there a knowledge pre-and post, SoW/SoL baseline opportunity missed? (10 questions from UCL student survey for example)</p> <p>School has engaged in Centre’s impact research, so could this be factored in to support assessment & demonstrate impact annually on small scale – self/peer marked? This could be high</p>			<p>5/6 students specifically spoken to about their work during observation could articulate their progression, the aims of the lesson & how their thinking had altered (even within 1-hour lesson).</p> <p>Impressive contributions from individual students previously identified in class data – those with SEND needs or relevant biographical</p>

	challenge, low threat AfL or retrieval.			context. Several insightful contributions to class discussion, evidencing knowledge and depth of understanding that ensured the history was being seen as relevant in their contemporary or personal reflections.
Evidence of a variety of types of teacher questioning			Questioning & teacher talk ratio added to pace & facilitated quick & effective challenge to a couple of students & addressed their misconceptions	Questioning is skilful. Demonstrates range of open, closed, targeted questions, allows constant assessment of pupils' understanding & challenge. Impressive range of student questions – both in form & style.
Evidence of teacher differentiation in various forms for group		Were all students challenged to make progress? Vast majority were/did. A couple of students were able to passively comply (not have to contribute verbally or be pushed).		Excellent 'mop up' 1-1 rotation around the room to ensure students understood tasks. Strength of teacher questioning & familiarity of class data meant she could respond to student need at all levels & provided challenge.
Evidence of student engagement and highest expectations. Atmosphere of learning; thirst for knowledge/love of learning				Students were quick to settle and ready to learn. Students were familiar with routines, becoming engrossed in the teachers' strong narrative input.

Evidence of staff subject knowledge, enthusiasm and passion				<p>The teacher demonstrated strong and secure substantive knowledge, expertise with familiarity with the materials, informative regards content as well as subject skills and teaching craft.</p> <p>Passion & enthusiasm was evident throughout & is likely, overtime, to further gain confidence, understanding & skills to achieve this goal given her reflective nature & commitment to refine practice & life-long learning. Clear passion for pedagogy. Commitment to highest expectations</p>
Area		Evidence	Best Practice	
I	Informed Inspired Immersed Involved Independent Insightful	<p>All students became involved & independently or collaboratively could access & engage with the tasks; thereby able to offer insightful contributions & questions during the discussions. Several of those contributions testify to secure prior knowledge (key terms, dates, names).</p> <p>Some modelling and use of inference – could this be developed and explicitly taught, and enhanced by returning to the lessons stated learning intentions? (Would this aid, support how as good historians/citizens you approach a source? E.g. safeguarding in challenge to fake news and denial era)</p>	<p>Student’s metacognition & teachers’ ability to develop metacognitive skills, especially modelling metacognition. Is this expertise shared across the school & departments? The Teachers classroom practice enables students to work to be insightful, independent & informed learners. Majority of the students can articulate their metacognition, plan, monitor & evaluate ideas, concepts, their learning, whilst also able to demonstrate and develop it in independent or interleaved practice.</p>	
C	Compelled Challenged Captivated Curious Creative Critical	<p>Criticality, curiosity & challenge evidenced in students range of questions & discussions</p>	<p>Use of student led learning as integral to involvement, challenge & curiosity – student generating questions to solve, answer or refine, provide hypothesis, explore and refute was powerful starting point & drove all that was good in lesson.</p>	

E	<p>Engaged Empowered Encouraged Enthusied Evaluative Empathetic</p>	<p>All students became engaged during the lesson & empowered by their participation, use of praise, and desire to understand/know more.</p> <p>Students were empathetic as immersing themselves in Esther Clifford’s story, & evaluative when considering motivation, push and pull factors – indicative of quality, values-led, engagement with case studies and historical criticality embedded in the prior learning.</p> <p>Empowered by ability to draw upon experience/perception of world. Empathetic and values driven in responses.</p>	<p>Parallels to refugee experience today. (Global map and countries responses to refugees and migration in late 1930s)</p>
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Any key examples (+/-) of... seen to share/refine?	
Literacy	Regular checking of comprehension of keyword/terms
Behaviour for Learning	Metacognitive practices: especially learning and teacher talk: combined with school expectations, developing metacognitive knowledge is fundamental to behaviour for learning. Lesson modelled the import of self-knowledge, the task and of the strategies (that have worked before) to be applied – and this is underpinning attitude to learning, ambition, resilience, curiosity and engagement, in turn providing the atmosphere for and behaviour fundamental to learning.
Assessment/evidencing progress throughout	Questioning Quality conversation, active listening Pupils link to prior learning in their answers – drawing on that knowledge to infer and test ideas.
Critical thinking/independent thinking	The scheme of work/learning is detailed, well and innovatively resourced – student voice and work scrutiny demonstrate that meaningful Holocaust learning is taking place at Sandhurst School, including developing criticality and independent thinking, with a degree of empathetic self-reflection that is rare to see.

WWW: Feedback comments -

Teacher’s clarity of instruction, expectations and familiarity with questioning and narrative mechanisms is hugely impressive. If the school is lacking a ‘metacognition across the curriculum’ coordinator, or looking for someone to champion empathetic criticality, then they would do well to consider Ms Hunt.

Content and resources were well planned and linked to prior learning of the scheme of work/learning.

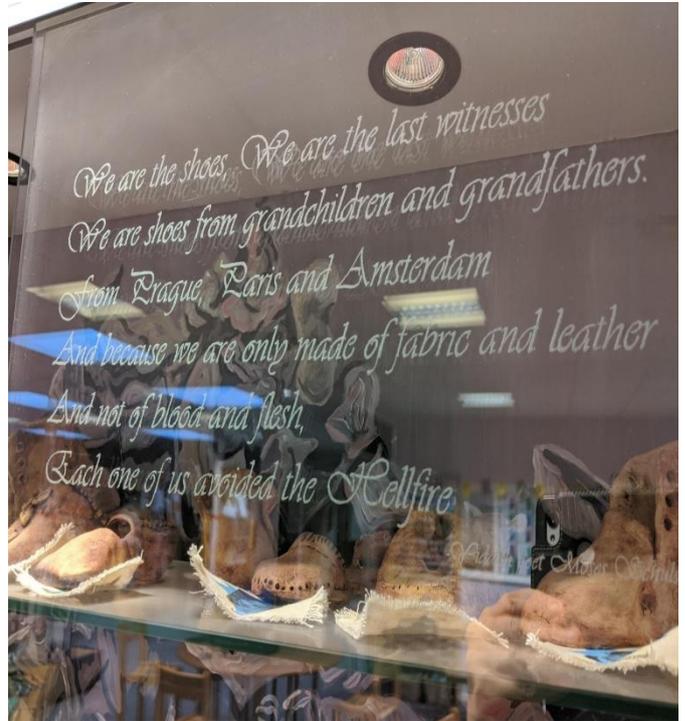
EBI: Target for possible future development –

A lack of baseline knowledge of the Holocaust, hinders overall tracking of progression for this group– however, students did demonstrate progression during the lesson; how would you demonstrate that over time? Consider how within the lesson, what the AfL opportunities are/were? How do you know the learning/lesson aims/objectives were met? Can in-house and formative approaches capture this for baselining, in high challenge, low stakes (starter or plenary style) activities? What trends might you see for gendered outcomes, impact upon vulnerable or target groups?



Appendix 2: Sandhurst School Memorial Installation







Appendix 3: Examples of students creative and written reflections

Auschwitz

The screaming, the shouting, the anger the pain, played on repeat again and again.

As we walk through the gates reading "Arbeit Macht Frei" the tears start to form and all start to cry. All except me and it baffles belief, that through all this heartache I show no signs of grief.

The truth is I'm numb from my head to my feet, and I struggle to stagger on the old cobbled "street."

The rooms full of shoes, full of combs, full of hair... its initially real - and the world didn't care.

I walk through this place where so many died, yet still all feel is empty inside.

That is until we gather around Gas chamber 2 and we sit on the ground. We listen to poems, we listen to prayers - the stories we hear are worse than nightmares.

And as I watch my candle flicker - the reality dawns on me quicker and quicker - these ~~people~~ victims were people like me and you - they all went to school, they had a life too. And as this thought so me and I start to cry, I think how these humans did not need to die what they needed was help and the world turned away.

I'm sorry, I'm sorry, is all I can say.

We stumble away down the old railway track, 35 of us, silent on the pitch black. We know we will leave this terrible place, but for so many others this wasn't the case. And that is what hurts, what aches the most.

We're leaving alive, they're leaving as ghosts.

I turn round and look at the sad, ~~empty~~ lonely track.

I'm sorry, I think, that you never came back.

I'm sorry, that all of this has to be true.

I'm sorry, I sob, that it had to be you.

Rochelle & Thomas

Auschwitz - Berkanou.

Horrible.

If you want a word for it.

I don't think words can truly say

What I feel today.

I feel empty,

Nothing I've ever done has felt like this.

Nothing I will ever do, will feel like this.

To think,

I've walked in the footsteps,

Of those 1.3 million people.

But the only difference being,

That I can live to tell the tale.

I don't feel mad or angry.

I feel a strange sense of hope.

It happened, the past is the past,

And we can't change that.

What's been done, cannot be undone.

But, we can learn from our mistakes.

We will learn from our mistakes.

As long as I live,

I won't let anything like this

Happen.

I will fight, for people's rights.

Right to life.

Right for shelter.

Right for food.

But mainly,

The right, for freedom.

My Journey To Auschwitz Bikernau

I come to this house of horrors tonight,

Because my conscience leaves me no other choice,

Do the humans deserve the gift of sight?,

To turn a blind eye upon a now lost generation,

We believe to be the next step of animal evolution,

I stand here ashamed to be connected to this "improvement" of such a species,

To make peace with the Nazis seems impossible for their atrocious acts,

I think to myself: "How can I? When they created the kingdom of eternal hell".

The mark of Auschwitz Birkenau will not be left in the physical form to decompose,

The scars left are beyond permanent,

The Holocaust advised us to never let human extermination happen again,

Do we listen? For I see amongst us more people left physically handicapped and psychologically deranged,

The lights and candles that shine ever so bright at night, represent the hope of a better generation,

May they save our souls.

I stood where the innocent lost their lives,

snatched cruelly from their grasp.

I stood where families were torn apart,

where dignity was no longer cared about.

I walked through the room with the missing shoes,

the lost belongings and the broken dolls.

I walked in the footsteps where millions of people walked to their deaths,

oblivious to what was waiting for them.

I hear the silent screams,

the desperate cries,

the lost goodbyes,

echoing in my head like a drum.

Why? Why? Why?

Could it have been stopped if more people had stood up and defended the innocent?

How many lives could have been saved?

It doesn't feel real that more than a million of people were murdered here.

How can it?

It's not an individual,

It's just a number; just a statistic.

A million words,

a million voices,

silenced in the blink of an eye.

Racism, prejudice and discrimination; this is what it leads to.





We Will Never Know

Today in our lives we are very fortunate

We have good homes and a family that love us

Ok now and then we may feel wronged and feel that life is unfair

But that isn't even the beginning of the meaning

For that we are lucky enough to never know

We will never know what it feels like to be truly hungry

We will never know true thirst

We will never know what it feels like to be truly despised without reason

We will never know what it is like to watch family taken to their deaths

We will never know what it is like to be worked to death

We will never know the fear for your life increasing with every passing day

We will never know the torture of being forced to send others to their deaths

We will never know the shame of living like wild animal

We will never know the disgust of dealing with their bodies

We will never know the embarrassment of complete humiliation

So please while you read this, think of all the good things you have going for you

Hundreds of thousands of people went through these things so consider yourself lucky

These are things you will never have to know

So never stand by and watch this happen again

By Natalie Cooper



Bentzion Abramovicz,46,1943.Sara Abramson,23,1941.Pnina Adler,42,1942.Feiga Adam,25,1942.Rika Auerbach,65,1942.Shabtai Augustowski,39,1941.Chajm Awroblanski,43,1942.Bernhard Altman,47,1942. Menachele Emanuel,9,1940. Moshe Aizenbojm,37,1941.Eti Avraham,19,1941.Chana Oskerner,41,1941.Moshe Aizenbojm,37,1941.Michelle Aizenbojm,23,1944.Sara Obstbaum,30,1942.Moshe Ogurek,55,1940.Liba Ozerowicz,41,1941.Hersch Ojcer,30,1942.Avraham Ostfeld,52,1942.Mim Oskola,38,1944.Frida Openheim,47,1942.Chana Oskerner,41,1941.Moshe Aizenbojm,37,1941.Michelle Aizenbojm,23,1944. Ungar,37,1944.Josef Swanger,54,1942.Elzabet Itzikzon,46,1942.Shlira Ickovski,62,1943.Jeno Ickovicz,44,1944. Matilda,50,1942. Erzsébet Teufel,52,1944.Hedwig Teufel,25,1941.Hildegard Schenbaum,59,1944.Jacob Tenebaum,44,1944.Johanna Teufel,57,1942.Sandra Teufel,60,1942.Samuel Kats,57,1942.Samuel Katz,42,1942.Shamor Katz,42,1944.Esther Cohen,49,1942.Bluma Kohn,58,1943.Marie Cohen,43,1943.Roland Cohen,24,1944.Fechar, Kohn,56,1942.Lea Kohn,50,1944.Chana Laub,61,1940.Nenya Lazar,25,1942.Erzsébet Teufel,52,1944.Hedwig Teufel,25,1941.Hildegard Schenbaum,59,1944.Jdsja Pikowsky,1942.Chana Cipina,46,1941.Bankel Provič,46,1940.Ester Pirovicz,30,1940.Mayer Pirovicz,36,1941.Moszek Pirovicz,72,1941.Penta Paist,32,1941.Israel Paist,32,1942. Sara Paist 27,1941. Eva Peper,63,1942. Philip Peper,65,1942. Bertha Placzek,42,1942.Mejloch Placzek,45,1942.Minycha Prawidlo,48,1942. Tauba Prigoda,68,1944.Sylvia Pisz,38,1942.Henryk Prigoda,48,1944.Sia Pszygod,60,1942. Israel Przygoda,70,1944.Aron Faust,67,1942.Rachel Fang,50,1942.Henimla Teufel,71,1944.Adlif Farkach,38,1944.Jdes Farkas,44,1944.Frank Farkas,19,1942.Figiel Farkas,52,1943.Grischa Fudiman,1944.Chana Fudiman,4,1941.Shlomo Fudiman,15,1942.Hirs Furricki,39,1942.Hane Fuks,22,1942.Leib Fuks,62,1940.Draim Fudiman,18,1941.Rivca Ingber,30,1939.Antschel Kamil,30,1943.Schlomo Kirschent,1943.Jennie Kapapone,42,1942.Victor Kowal,60,1944.Regina Stadtfeld,62,1942.Fajga Stein,21,1942.Sara Stein,1943.Rosalia Stein,1943.Chaja Steinlauf,43,1942.Hava Sterenberg,6,1944.Jakob Shmulov,61,1941.Jacob Goldman,29,1942.Eleonora Amaratji,1943. Suzanne Amaratji,24,1943.Solomon Amaratji,30,1943.Prosper Arous,20,1942.Ferenc Ungar,21,1945.Rachel Uszerowicz,63,1944.Fany Ichenhauser,22,1945.Volf Edelstein,58,1942.Rakhel Ezra,65,1943. Irmgard Oelster,27,1943. Makkila Engelman,31,1944.Nathal Engel,39,1943.Ignac Erlich,42,1944.Mendel Ehrenkrantz,1944.Mitschuk Erster,25,1943.Moshe Balsam,26,1945.Georges Bodenheimer,40,1944.Elimelech Boimelgrin,1944.Chana Bess,50,1942.Astar Boreshpoljskaya,71,1941.Lajbl Bornstein,64,1942.Regina Buzyn,26,1943.Ytzkhak Bunim,52,1943.Mechel Birnberg,26,1942.Gyuri Berger,23,1944.Samuel Berlin,39,1943.Feiga Blank,73,1941.Dina Blank,36,1941.Libb Blank,61,1941.Frymeta Blinbaum,22,1943.Rakhel Bron,32,1944.Samuel Bron,18,1942.Katje Bruch,50,1943.Godolenski,50,1943.Bat Schewa Gelles,22,1942.Abraham Groenteman,20,1943.Kalmanne Grunberg,54,1944.Usher Grunberg,64,1942. Basya Daich,50,1942.Ensabeth Haas De,25,1943.Aaron Vaz Dias,60,1945.Bencian Weinkrantz,30,1943.Mario Verdi,33,1944.Itta Verhulst,66,1941.Maria Verhulst,66,1941.Jussim Israel,70,1944.Ben Zion Kahan,22,1941. Mazaltov Cohen,45,1941.Motti Chikha,68,1942.Josch Lifschbaum,18,1943.Miriam Leber,52,1942.Georges Levy,43,1945.Lubov Levin,56,56,1941.Davi Lewkowicz,22,1941.Max Kohn,76,1941.Dezso Loerincz,43,1944.Bentzion Mazor,38,1943.Ben Zion Mazor,38,1943.Bentzion Malamud,44,1941.Jolan Markusz,41,1944.Chaja Musman,52,1942.Noibauer Avraham,45,1944.Sara Mose,25,1943.Barend Soesan,59,1944.Reizl Sistakovski,54,1941.Bentzion Papo,39,1941.Bat Sheba Polak,46,1944.Alter Portnoi,42,1942.Bat Sheba Polak,46,1944.Alter Portnoi,38,1944.Fani Porges,54,1944.Ben Zion Fabrikant,36,1944 Bat Szewa Furwasser,39,1941.Yehosua Fischer,66,1944.Helena Veit,75,1942.Bentzion Federman,19,1944.Bat Sheva Frucht,23,1942.Kiva Kapustin,61,1941.Miksa Kiss,57,1944.Libbi Kleinman,25,1942. Flora Knobelman, 53,1941. Elka Krupieni,48,1943.Yakub Krystal,18,1941.Berl Raudanski,36,1943.Alexander Rawicz,28,1943. Gite Reichen,45,1941.Moshe Rozenblu,40,1943.Yosef Rojser,42,1942.Brana Rukher,42,1942.Berl Rytman,36,1942.T Reichen,1,1944.Honka Romer,38,1944.Yonas Rennert,52,1942.Rudolf Schanzer,22,1941.Samuel Salomon,19

We've all heard about these prisoners plights, how they were denied their basic human rights, but it doesn't feel real until you are there, until you see piles of their possessions, the conditions they faced - it all feels too much to bear. This is where racism leads. They were treated as less than human, how was this allowed to happen to them? These people were sons, daughters, mothers, fathers, husbands and wives, but none of this mattered when the Nazis took their lives. This is where racism leads. Rooms piled high with shaved off human hair, it fills you with such despair, the last moments of these people spent in gas chambers struggling for breath or worked until their death. This is where racism leads. Is it happened before what's to stop it happening again? The answer? We are. We must stand up against racism, prejudice and hatred. We must not be bystanders. We must not let anything like this happen ever again.

Bryony Ford

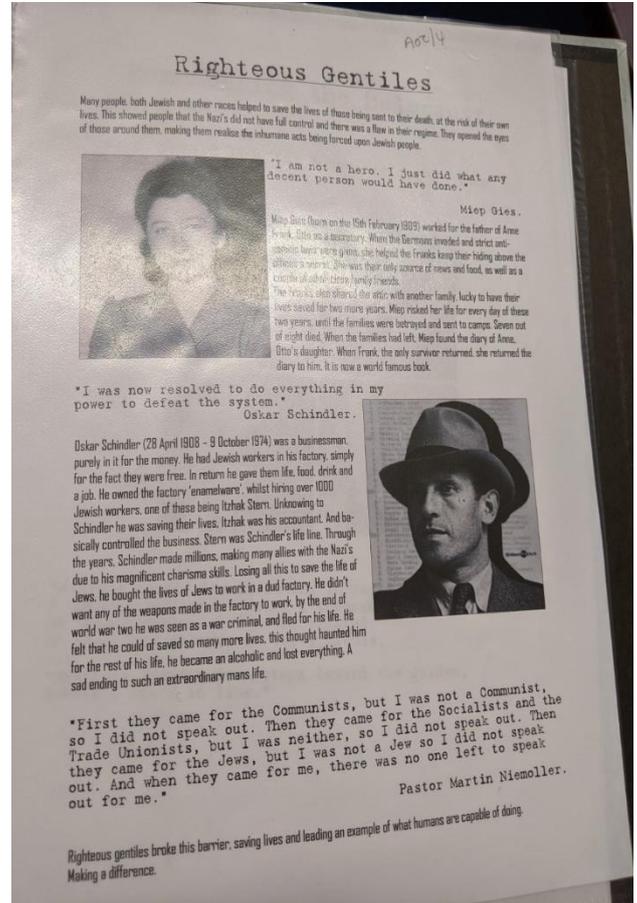
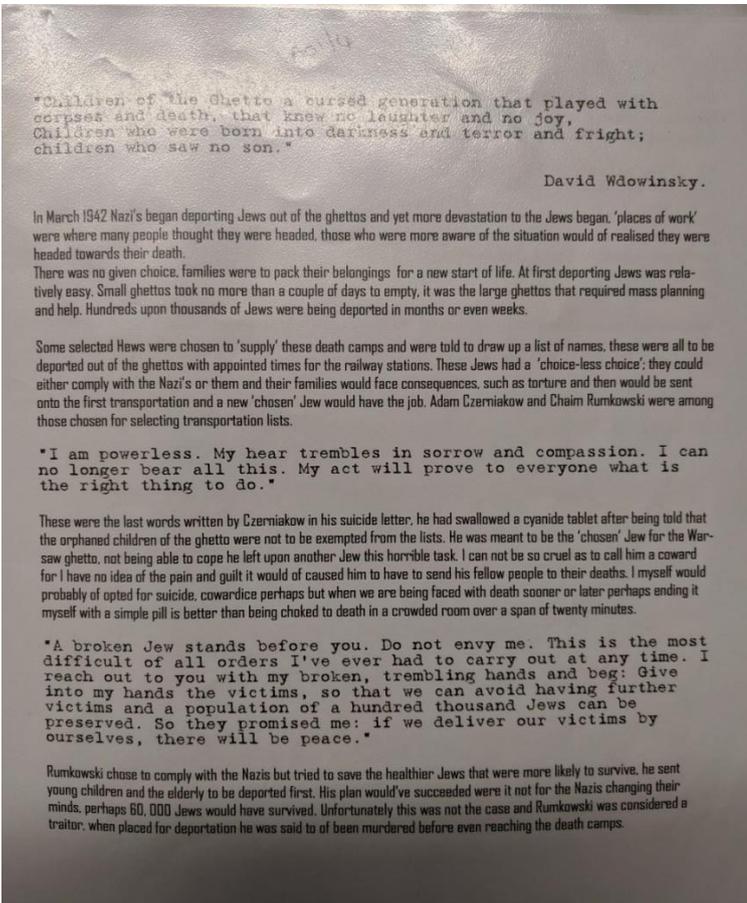
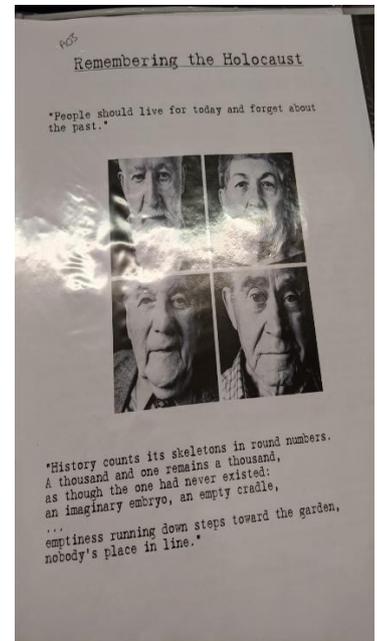
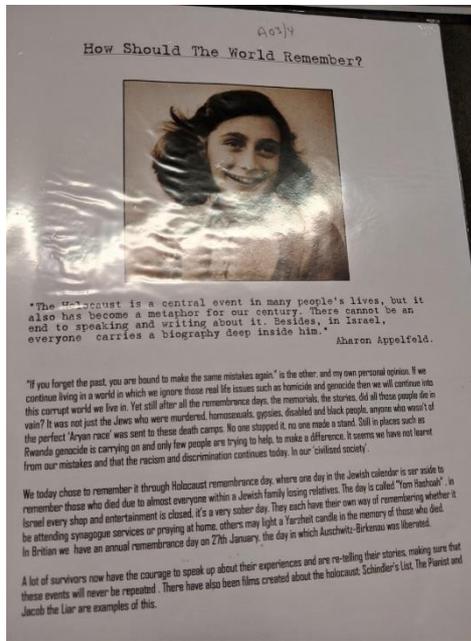
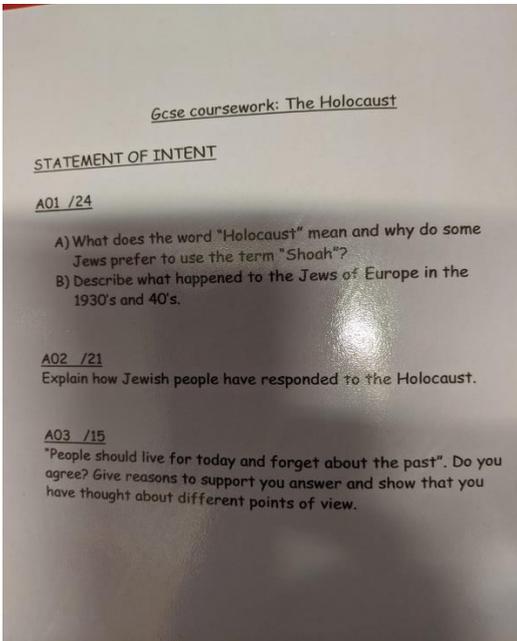


Appendix 4: Examples of students creative and artistic responses





Appendix 5: Examples of students historical understanding and History coursework





Appendix 6: Examples of the values and culture at Sandhurst School



