

Report findings:**UCL Beacon School Quality Mark re-accreditation review****Children's Support Service****March 8 2022**

UCL Beacon Schools are hubs of educational excellence. They are institutions which have committed themselves to developing high quality teaching and learning about the Holocaust, and to sharing best practice among their wider communities and networks. These endeavours require the investment of considerable time and energy: commodities which are always in high demand in schools. Because of this – and because educational agendas within schools and the system more broadly are continually changing – it can be hard for Beacon Schools to maintain their commitments over time, despite the best intentions.

The Quality Mark award was developed as a means of recognising those schools with an ongoing and unrelenting commitment to making sure that the Holocaust education they provide is of the highest standard. The award is earned, not merely given; the review process is developmental, but it is also rigorous and robust, meaning that that this is an achievement that schools work incredibly hard to attain. To ensure the integrity of the Quality Mark, and because things can change quickly in education, those schools who achieve the award are duly required after four years to apply for the status to be reaccredited.

Children's Support Service (CSS) became a UCL Beacon School in 2013. In 2016 it was awarded the Quality Mark. In March 2022, it became the second school to be reaccredited as a Quality Mark UCL Beacon School. I offer them my very warmest congratulations.

Nicola Wetherall MBE
March 2022

School context:

Children's Support Service (CSS) educates and supports young learners who have experienced difficulties accessing the demands and expectations of mainstream education.

As a Trauma Perceptive Practice School, CSS seeks to better understand behaviour and emotional wellbeing, and support young people to reach their full potential. Through this approach, CSS can educate and give children access to a needs-led provision, with targeted support in a nurturing environment.

CSS is based on three sites.¹ It also caters for pupils unable to attend school due to health reasons, operating in pupils' homes and on a range of community sites. Most pupils are either permanently excluded from school or are referred to the support service by their mainstream school. Some have missed long periods of their schooling.

The pupil roll changes weekly as new pupils arrive and others are re-integrated back into mainstream schools. Most pupils are White British. Very few are from minority ethnic backgrounds. Approximately half of pupils currently on roll are eligible for the pupil premium

The school uses a wide range of alternative provision to provide vocational learning and work experience for pupils.

Please find this link for latest OFSTED report –

<https://www.css-essex.co.uk/uploads/Childrens%20Support%20Service%20Langdon%20Hills%20Basildon%2010019222%20PDF%20Final.pdf>

¹ Since the report/re-accreditation 'visit' and formally, as of September, CSS is now based at two sites – Langdon Hills and the new Wickford Alternative Provision site. Both Hadleigh and Fairview will be discontinued.

What went well

Key strengths of Children's Support Service Holocaust education provision and practice include (but are not limited to) the following:

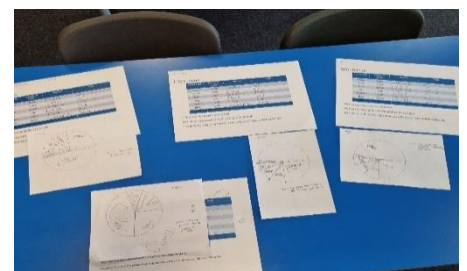
- **Strong, deep roots embedded within the school curriculum.** Owing to context and cohort, Holocaust education, provision and experience for CSS learners is principally focused during its Holocaust Learning Week (HLW), which is calendared to align with Holocaust Memorial Day/week and the national theme. Throughout that week, quality teaching about the Holocaust takes place across the service, manifests itself in a range of different curriculum areas – including, though not exclusive to, English, Maths, History and Art. In all subjects' areas, across the sites and all provision, the Holocaust is not merely bolted-on, nor is it shoehorned into programmes of study for the sake of it. Instead, teachers, with support from the Lead Teacher, give care and thought to how they can teach about the Holocaust at appropriate and relevant moments for their learners, in a way which does not compromise subject disciplinaryity but instead capitalises of disciplinary distinctiveness and existing schemes. Student outcomes reveal the depth and integrity of teachers' curriculum planning: there is clarity of purpose, desire to establish and build upon prior learning, relate the history to the contemporary, local, national, and international context and to student experience, innovation, accessibility, and challenge. The curriculum intent is understood, implemented effectively and appropriately for learners needs and interests, and its impact demonstrated unequivocally in the array of evidence, documentation, policy, and student work submitted as part of this review.
- **Considerable thought, planning and innovation** has gone into a rich Holocaust curriculum offer within history and across the service – the related documents and resources, approach and overall rationale to talking and teaching about difficult, sensitive or complex and challenging histories, reveal a depth of thinking about history education and the utmost regard for the subject matter, its subjects and respect for students, but also uniquely recognises disciplinary integrity and integrated thinking regards HLW. History is no longer taught as a discreet subject. As a result, any history is taught via other curriculum areas -in the context of CSS and Holocaust education this is not a weakness but enables rich cross and interdisciplinary learning (*always with caveat of need to continually invest in people: ensuring specialist, research-informed CPD is offered to all colleagues, so as to be accurate to the history, build confidence and pedagogical skills to develop students historical skills and competencies, ability to challenge prevailing myths and misconceptions, refute denial and distortion*).
- **A truly whole-service, community approach and culture:** Through a variety of means, Holocaust education is now part of the fabric of CSS. Such is Holocaust provision and practice within the DNA of the service, that there is no longer a need to reference Beacon School status explicitly within the School Improvement Plan; it is now as culturally embedded and routine as the expectation to take a register or to safeguard. Marking HLW is now 'tradition' and a 'cultural norm' across the service. The success of this approach is in the 'learning together' that has resulted, namely with teachers, support staff and young people collaborating to explore and deepen their understanding in age and stage appropriate ways.
- **Contribution to personal development and whole school priorities.** The review confirms the 2016 Ofsted judgement: *'The school's beacon status for Holocaust education enriches the curriculum and*

adds significantly to pupils' spiritual, moral, social and cultural understanding. Regular personal, social, health and economic (PSHE) education lessons help pupils to write applications, prepare themselves for interview and understand the demands of different types of work. They learn about current issues, and the values and beliefs of people in Britain and from other backgrounds.'

- **Culture, community and wellbeing** - This review concurs with the services' 2016 Ofsted which spoke about the range of outstanding provision and culture for personal development. There is little doubt, the Holocaust related opportunities offered and experienced contributes to personal development, values, civics, safeguarding, SMSC, DEI and PSHE agendas. Beacon School status continues to play a part in securing 'Outstanding' Ofsted regards the SMSC provision and quality of its teaching and learning, and outcomes, for learners.
- **Respect for students.** Across the service, staff remain committed to the principle that ALL learners have the right to access quality Holocaust Education. The highly personalised, flexible, and innovative curriculum and teaching and learning, ensures targets and progress are individual; that assessment is varied, tracked and monitored. That consistent reviewing of pupil needs, and progress informs lesson and curriculum planning – student by student. CSS teachers and support staff truly know their learners, understand their needs, and have a very accurate understanding of each learner's progress and current attainment, and in providing challenging, sensitive and difficult content and experiences, such as Holocaust teaching and learning, they show their learners the upmost respect, regard, highest expectations and aspiration.
- **Safeguarding and civics.** Students today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust, the prevalence of fake news, power of conspiracy theories, myths and misconceptions. CSS are aware of the urgent need to equip students with substantive, conceptual and disciplinary knowledge about the Holocaust, as well as the capacity for critical thinking to weigh truth claims made about this complex and traumatic past. As part of wellbeing, behaviour and ensuring safety, CSS continue to recognise the necessity to develop critical thinking, independent thinking to prevent radicalisation, denial, endangerment in all senses, and the need to promote positive values, provide counter narratives and reinforce both rights and responsibilities to self and others. Holocaust education continues to play a valuable role in this vital work and offer valuable learning opportunities to develop these life skills. In the PRU context this is highly recognised, vital work, and Beacon School status continues to make a considerable contribution to these enriching and vital opportunities for those who are perhaps otherwise most vulnerable or exposed to the threat.
- **Leadership, support, recognition and accountability.** With a new Management Board appointee linked to monitoring and supporting Holocaust education, along with continued recognition and accountability of the Lead Teacher within the appraisal system and so on, the commitment to Beacon School and Quality Mark status is secure.
- **Pedagogical integrity.** The Lead Teacher has encouraged and enabled disciplinary and professional autonomy and integrity. CSS staff feel empowered to embed HLW concepts and learning opportunities within core curriculum content – so as the Holocaust provides a hook, link or lens to

revisit prior learning, develop current learning or signpost to future learning. This learning, irrespective of discipline, is imbued with a regard for historical accuracy, a respect for the victims and survivors and the needs of the young learners.

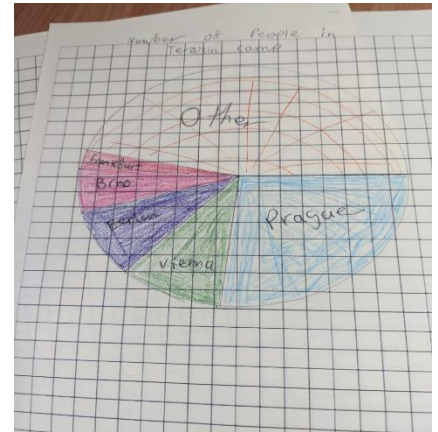
- **Access for all.** As an alternative provision, CSS staff are highly specialist in their toolkit of strategies to engage and support all learners to access the curriculum. With the utmost respect for their learners, and a commitment to Holocaust education as a right for all, quality, innovative teaching, and learning is an expectation. Based upon strong and positive relationships, teachers and support staff plan and deliver quality provision that is inclusive, accessible, challenging, and impactful. Whether in English, using extracted primary texts, scaffolding within the lesson and over time, writing frames and sentences starters, or in generic teaching and learning practice, CSS staff never accept first answers, they push for extension, clarification and to develop and deepen the response. Within History and in other subjects, a variety of questioning and discussion strategies support knowledge and conceptual understanding, but also support oracy, disciplinary literacy and civics and media literacy. In so doing, cross-curricular and inter-disciplinary approaches combine at CSS to safeguard young people; providing rich opportunities for all to make all students think critically, creatively, and empathetically – vital skills to debunk prevailing truth claims in modern society, challenge denial, distortion and conspiracy theories in media and develop e-safety tools, and champion key societal values, such as respect, empathy and inclusion.
- **Core English provision** continues to innovate and embrace opportunities to enhance Holocaust teaching and learning at CSS. Most recently, HLW 2022 and ‘One Day’ theme encouraged innovation and curricular links – to connect diary extracts from Anne Frank, Helga Weiss and Eva Schloss to students prior learning (Shakespeare unit). With support from the Lead Teacher, ensuring historical context and compliance to UCL pedagogy and IHRA guidance regards best practice, to recall prior knowledge about Anne Frank; understand the importance and significance of Holocaust Memorial Day and the concept of ‘One Day’. Students were encouraged to retrieve information from the extracts and text and make inferences and to apply their understanding of ‘One Day’ to *Macbeth* or *Romeo and Juliet*. Student outcomes evidenced the quality of disciplinary planning, pedagogy and innovation. The Holocaust provided a powerful and compelling lens through which students were encouraged again to recall conventions of a diary entry/letter/storyboard forms, to apply key historical concepts from the Holocaust and the theme of ‘One Day’ to *Macbeth* or *Romeo and Juliet*, whilst also reflecting upon powerful personal development, moral and civic questions regard how decisions made influence outcomes, in literature, life and history – past and present.
- **Core Maths provision.** Whilst mathematics does not traditionally see it represented in provision for Holocaust teaching and learning, numeracy does play a crucially important part of historical understanding: chronology, sequencing, understanding statistics and proportion. It is an important step forward that Maths at CSS have sought to play its part in the





HLW and harness innovative opportunities to use mathematical concepts to deepen and enrich Holocaust related knowledge and understanding.

- Most recently, using the case studies and experiences of the children living within Terezin, the maths team encouraged students to explore how far and from where those children had been transported (Prague, Vienna, Berlin, Brno, Frankfurt etc).
- The lesson aim was to draw a pie chart based on the known historical and statistical data. This planned learning allowed for a range of calculations and numeracy driven conversations that drew upon prior knowledge, but extended and challenged understanding, enabling connections to geography, space and place.



- **Curriculum provision:** In those subjects where green shoots of Holocaust teaching and learning is evident, the Holocaust is not merely bolted-on nor is it shoehorned into programmes of study for the sake of it. Instead, teachers give care and thought to how they can teach about the Holocaust at appropriate and relevant moments, in a way which does not compromise subject disciplinary but instead capitalises of disciplinary distinctiveness.
- **Creativity and innovation: the Art Department.** Ofsted in 2016 identified art as a strength of the school. The standard of student's art is exceptional – and this contributes significantly to quality Holocaust teaching and learning outcomes during Holocaust Learning Week and beyond. In 2022 students were introduced to the work, life and legacy of Fredericka (Friedl) Dicker-Brandeis, in 2021 (via remote learning) 'The Shoes on the Danube Promenade – Commemoration of the Tragedy' art installation was the focus, whilst previously, the "Shalekhet" (Fallen Leaves) installation in Berlin was the catalyst or driving stimuli for students to creatively respond and explore Holocaust related history and experience. These encounters provide opportunities for learners to build on prior learning, embed the Holocaust and within a context of Jewish pre-war life and the diversity of their creative arts contributions and thriving community, but also in terms of post-Holocaust art and perhaps use of art as therapeutic response to their trauma and loss. The range and quality of outcomes, speaks to quality teaching and learning and deep thinking, talent and reflective expression.
- **The Pandemic context.** HLW in its various guises, has provided continuity, wellbeing and normality during a period of global pandemic. Despite the uncertainty, anxiety, pressure and challenges presented to all schools by COVID-19, there have been opportunities and unexpected gains. The enormous pressure of school leaders across the country has been enormous, and continues to be so, and teachers, support staff, governors and all those involved in our school communities have tireless sought to lessen the impact, support their students, families, and community. The UCL Centre for Holocaust Education extends its heartfelt thanks to all those working in our schools for all they have

done since March 2020 - but within special schools and alternative provision settings (which never 'closed') and, in the context of this review, it is even more impressive and revealing that CSS would at this time pursue its Quality Mark reaccreditation.

- **Leslie Kleinman.** For several years Mr Cole and the CSS community had forged a special relationship and bond with local Leslie Kleinman BEM. Having survived Auschwitz- Birkenau, Sachsenhausen and Flossenburg concentration camps, Leslie came to the UK in 1945, and in his later years, worked tirelessly to share his testimony– including CSS students and staff, inspiring all with his powerful messages of love and hope.
 - CSS were both honoured and privileged to have worked with Leslie and his wife Miriam on a range of special projects, indeed Mr Cole worked a suite of resource materials associated with the couple. Drawing upon local history connections and making the history relevant is a particularly strong and innovative feature of provision, and so it was with great sadness the community heard of his passing in July 2021.
 - In recognition of this special relationship, thought quickly turned to ensuring that Leslie's work and legacy would remain within the CSS community for future generations to hear and embrace through the establishment of the Leslie Kleinman award. The ambition is this will be awarded annually to recognise the contribution of an exceptional individual within the CSS community. Someone who embodies the CSS core values and in so doing will have made an outstanding contribution to our own and/or the wider community.
 - Establishing this award speaks to legacy, continuity and change, the regard for Leslie and his family, the powerful and compelling approach of weaving a local, personal story into the narrative of the Holocaust, and it sure to ensure this learning and connection is sustained in his memory. It is also a vehicle for understanding the ongoing shadow, legacy and contemporary relevance of the Holocaust in the community today and in the future. The heart, care, thinking and ambition of this award speaks to the significant place the Holocaust and related global and civic learning opportunities is afforded within the CSS curriculum, culture, and community. All those involved in this Award should be proud of this thoughtful and important development and its recipients will appreciate this accolade in recognition of their contribution to making the world a better, safer, kinder place.
- **Continuity and change.** Despite the ebb and flow of staff within a school community and the challenges posed regards recruitment, retention and wellbeing of staff and school leaders, CSS has enjoyed continuity regards the crucial work of Mrs Barak, Mr Cole and others who were involved in the 2016 review. Together, they provide strong advocacy for an expectation for quality provision for all learners. They have the upmost regards and respect for their learners – undoubtedly Korczakian – and have the highest expectation that as a service those students be offered and engaged in outstanding Holocaust teaching and learning. They remain convinced of the importance of Beacon School status; committed to high quality Holocaust education provision; whether at developmental and curriculum level, within a pastoral and personal development, SMSC or enrichment sense and have retained their commitment to providing staff access to UCL Centre for Holocaust Education CPD opportunities.

- **Strong and supportive leadership.** It remains rare to see such outstanding school leader as Mrs Barak, articulate the potential and need for Holocaust education so powerfully. It would be wrong to not acknowledge the impact leading across a special/alternative provision setting, during the pandemic: The closure of most schools, with in-school provision for our most vulnerable only, during lockdowns and the cancelations of exams was *'like a shift in time'*, a moment of immense significance, something that shook many experienced school leaders. During the review, as Head of the Service Mrs Barak spoke powerfully of that decisive moment and the *'weight of realisation in those early days of what we were potentially facing'*. Each school context is unique, each leader and their team daily do their best to serve their young people, parents, and community and to protect and support their staff-and even when they may not get every decision 'right' they ever strive to do their best, but throughout this pandemic the characteristics of leadership have been tested. True, many rose to the challenge: "crisis management" kicked in to survive the hourly, daily decision making. Educators felt a *'sense of obligation'* and heightened desire to protect students and staff – but whilst for some this was an understandable, overwhelming burden – for Mrs Barak it was a *'privilege'*. In reflecting movingly, honestly and openly about leading the service throughout the pandemic, Mrs Barak was authentic and revealed much about the character of her service community: she spoke in terms of not *'feeling alone or isolated in leadership'* because of being 'fortunate' to have such a *'good' 'stable team'* who lifted one another up and faced each challenge anew. She acknowledged the role of the Management Committee, who were *'attentive, attuned and mindful of the specific demands the pandemic made of the service'* and of the powerful combination, especially in the early days and months, of national unity and local community support: how the national network of leaders in similar provisions met and reached out, and how a *'mindset of crisis'* within the service meant a *'we can do it together'* spirit took root. That adrenaline rush to overcome each new obstacle saw them through and there is rightly great pride in what the CSS community achieved together – and continue achieve – but there is also recognition that comes at a price; a potential for individuals to *'crash and burn'* in the aftermath, when the fatigue and time to reflect kicks in, and a concern for mental health, wellbeing and sustainability. It would be remiss to not acknowledge the significance of leading a school/service throughout this pandemic period and at this moment of continued challenges – and as with her support and commitment to Holocaust education, Mrs Barak and her leadership colleagues have stepped up, met the challenges of the moment, and led with compassion, integrity, pragmatism, wisdom and innovation.
- **Continuity and partnership.** Similarly, the longstanding commitment and on-going presence of Mr Cole as Lead Teacher has been critical to ongoing success. The trust between SLT and middle leadership is obvious and communication and support outstanding. Whilst Mr Cole has worked tirelessly since 2013 and made the changes and developed this work across the school, he is first to acknowledge this has been achieved on the back of SMT support: they set the tone in backing the Beacon School programme application and that is what makes the programme a success and so impactful. They have made the status meaningful and not superficial; they have understood the educational benefits and the moral imperative and recognised its contribution to school improvement, staff development and student outcomes. Together Mr Cole's passion and SMT commitment has enthused the whole staff and as an entire service, have worked as a team to create something unique and very special at CSS South Quadrant.

- **An inspirational Lead Teacher.** Tony Cole, the Beacon School Lead Teacher at CSS, is held in the very highest regard by his colleagues for his work in and across the service, but also regionally, nationally, and internationally (having contributed to a number of conferences and co-written papers). He is respected for his commitment, admired for his sheer hard work, and regarded as a supportive critical friend who is never too busy to provide help and counsel.
- **SLT engagement and leadership.** CSS continues to be led by a truly inspirational Headteacher in Mrs Barak, with outstanding senior and middle leaders in support. The service SMT 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 Mr Cole they have an experienced and innovative, committed teacher, determined to build upon its Beacon School status and provision. They also have the collegiality and support of colleagues across the service who continue to embrace the Beacon School programme. Together these leaders remain committed to taking the service as a whole on the Beacon School journey – it is an immense team effort, based upon investing in people, research informed practice and CPD, but also student/teacher relationships. All this means senior and middle leaders know their students and school well – recognising their strengths and areas for development and remain forward looking. Collectively they welcome opportunities to reflect, embracing challenge, critical friends and insights all with goal to deepen and improve learners experience and outcomes. They are not complacent, but are supportive, ambitious, and keen to share best practice whilst also learning from others – that includes in the context of Holocaust education.
- **Responding to the 2016 EBIs.** In the years since securing Quality Mark status, CSS have responded, where appropriate, to several the recommended areas of development, including a need up- skill governance in relation to Holocaust Education. Recently a new appointee to the CSS Management Board has been tasked with oversight of the Beacon School work; this is an incredibly positive and significant step forward. It enable's challenge as a supportive/critical friend, adds rigour and accountability for ongoing quality provision for and experience of Holocaust education, whilst also providing a timely voice to champion the work – indeed at times, reminding colleagues, just how unique, special and impressive their work, innovation and dedication is to date, when it might otherwise be taken for granted, assumed it's commonplace for such work in other schools, let alone other Alternative Provision settings. We welcome the arrival of Felicity Al- Hassan – we thank her for her thoughtful contribution to the review process, and feel moving forward, she will offer great insight, care, support and diligence to the role, given her experience and regard for the importance of personal development, SMSC and civics. Her support for this work is timely, coming as it does within a continued, but improved COVID context, and will encourage continued reflection, risk-taking, creativity and sound teaching and learning by the Lead Teacher and practitioners across the service.
- **Commitment to ongoing professional development and engaging in research informed practice.** Colleagues '*look forward to*' the annual CPD. Staff are '*enthused*', '*intrigued*', '*curious*' and '*absorbed*' by the history and there is an openness and desire to ensure the subject matter is respectfully handled, appropriately challenging and meaningful, authentic and truthful, whilst accessible and engaging for all learners. The CPD provided by the Lead Teacher and underpinned by UCL pedagogic principles '*opens eyes*' and its '*impact upon teaching and learning has been profound*' (not just in

terms of Holocaust education, but *'we see its footprint in the quality of questioning and explanation and in how we engage with challenging and complex issues with our young people'*), and it *'reminds staff that there are other ways of doing things and that there are a raft of pedagogical choices to be made... and UCL and Holocaust education has given us a toolkit we can use daily.'*

- **An emerging cohort of new leaders.** Partly due to the encouragement of the Lead Teacher, partly through the circumstances created by the pandemic, and partly through individuals' own initiative, there is a group of teachers at CSS, including Kerry White and others, who demonstrate the interest, commitment and emerging competencies to help lead the school's Holocaust education provision into the next phase. These teachers and support staff are, by nature, reflective practitioners, sensitive to the subject of the Holocaust, aware of the challenges that come with teaching about it, and eager to learn. Ongoing access to CPD (both internal and via UCL) will continue to support professional and personal development. This is recognised as a commitment to invest in staff, to enhance Holocaust teaching and learning, but also enrich and generic classroom practice.

Even better if...? Some areas for future development & further consideration

- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust within your professional development calendar, and signpost to the range of Centre's 'live' online, and self-guided short courses. Build upon existing internal support and training provided by the Lead Teacher and work towards ensuring emergence of a critical mass across a department or departments with specialism: such training opportunities would build capacity across the service, and further substantive knowledge, confidence, skills, and reflective practice. Continued professional development and investment in CSS' people – is key to much of the service's success. The UCL CPD offer provides a rich menu of opportunities for a range of colleagues to engage and develop their practice, in flexible and accessible ways. Relatedly, consider application for FREE online MA 'Holocaust and the Curriculum' module for Lead Teacher, or other interested colleagues – this may go some way to supporting succession planning or future leadership of the Beacon status within CSS.
- Consider succession planning. Beacon school status resides with the school, not the lead teacher, so it is essential to ensure that the principles and opportunities are shared widely to ensure, should Mr Cole leave CSS, or indeed Mrs Barak, a group or individual ready to step up and continue this work. Being mindful of all schools' risk in changes to personnel (national issues regarding recruitment and retention) could be crucial to sustaining and further developing the outstanding Holocaust education provision and opportunity at CSS. This is a factor the Lead Teacher is keenly aware of and an aspect of his role moving forward, is surely to identify, support and enable others who may in time take up the mantle.
- Maintain inclusion of Holocaust education Beacon School status in Lead Teacher Appraisal or Performance Management. This could be a formal identified target, or minimally a standing agenda item for discussion at the appraisal meeting and review. (This will likely be supported by the new appointment to the Management Board, with a link responsibility for oversight and support of CSS' Beacon School commitment.)
- As per initial Quality Mark review, look to develop or consider developing a benchmarking of student's substantive knowledge and understanding (short pre and post survey: 10 questions in History or within a series of lesson focusing on Holocaust work). This could draw upon the key findings and recommendations of the new UCL research briefings; would support the very strong tracking and monitoring of student personal development. This could serve to help share lesson content and be useful in the personalising of the curriculum and address perceived barriers regarding learners varying points of entry. It could be a short interactive, multiple-choice survey or questionnaire that could act as a student voice indicator, be attitudinal (not formalised written assessment piece that would not necessarily be fitting or necessary for your learners or context). Perhaps a trial or pilot?
- Consider an audit of provision with the curriculum (outside HLW), so as to understand where young people may encounter Holocaust related concepts, themes within disciplines and specification – some conceptual work and opportunities will be there and understanding the sequencing of that, and cycles will help do some of the contextual work (*perhaps*) for HLW. This might also contribute to understanding DEI agendas and also any 'blind spot' in provision and practice.

Concluding remark:

‘Like all Beacon Schools, Children’s Support Service’s approach to Holocaust education is shaped by its contexts and circumstances, its culture and its communities. And, like all Beacon Schools, its approach is also forged out of its history – a history in which, over the past nine years, teaching and learning about human atrocities has been central to the school’s ethos, aims and philosophy. This longevity is distinctive. It means that Holocaust education has become part of the DNA of the service and all who pass through it.

At a time of much uncertainty and upheaval, where prejudice, intolerance and extremism continue to stalk our lives, we need our young people to be given the experiences and the tools to become compassionate, critical, and historically-literate members of society: aware of man’s potentialities for good and for ill. Across the service there is a commitment to empowering ALL learners and an embracing Holocaust teaching and learning about the Holocaust as a right, and about safeguarding for the future. There is ample evidence to suggest that because of the work that is taking place at CSS, its learners have important opportunities to become the informed, actively engaged and empowered local, national and global citizens we need. And for that, I wholeheartedly commend and congratulate all who are involved in the service’s Beacon School activities.’



Report summary findings by reviewer, Nicola Wetherall MBE, March 2022.



SWOT analysis – completed by Lead Teacher, Tony Cole (in advance of review)

