

UCL Beacon School Programme

QUALITY MARK AND RE-DESIGNATION REVIEW, WRITTEN REPORT

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DATE OF LAST OFSTED INSPECTION AND GRADE	7 March 2017, 2016, graded 2, GOOD (short inspection) 27 November 2012, graded 2, GOOD
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	27 February 2018
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

- Torpoint Community College is below average size: the roll reflects a declining population of secondary-age students in the locality, however, the intake for September 2018 is predicted to rise.
- The school serves the town of Torpoint in south east Cornwall. Most of its students live within the town or the surrounding Rame Peninsula area, approximately 20% of students cross the river and county boundary from the neighbouring city of Plymouth.
- At the time of the review visit there were 625 students on roll (Year 9-11), with 106 in its sixth form. At the time of writing, 8.5% of students have SEND needs with 1.4% with a statement or EHCP; 37% of students are eligible for PPG; and 0.6% have EAL.
- The proportion of Torpoint students known to be eligible for the pupil premium, which provides additional funding for students in the care of the local authority and for students known to be eligible for free school meals, is below the national average.
- Almost all students are of White British heritage and speak English as their first language.
- The proportion of students who have a statement of special educational needs, or who are supported at school action plus, is above average. The number of students supported at school action is below the national average.
- There is a strong community dimension to the school and the on-site sports facilities are used extensively by the local community outside of school hours.
- The school meets the government's current floor standards, which set minimum expectations for students' attainment and progress. A small number of students study courses at other locations, ensuring that they leave school with recognised qualifications.

Torpoint Community College was rated Good in its most recent short Ofsted inspection (2017)¹. The letter to Headteacher Mrs Hazeldine noted:

- The leadership team has maintained the good quality of education in the school since the last inspection. You have made significant changes to ensure the continued success of the school, while maintaining the full support of staff, pupils and parents. Falling rolls due to demographic changes in the local area have undoubtedly had an impact on the school. However, you and your governors have successfully managed limited resources to ensure that pupils make good progress and their safety and well-being are rigorously maintained. Your leadership team supports you enthusiastically and together you have the capacity to improve the school still further.

¹ Copy of link to most recent (and previous) inspection reports; <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/112041>

- Pupils throughout the school, including the sixth form, make good progress.
- Teachers are dedicated and determined to support pupils in achieving high standards. The relatively small size of the school means that teachers and leaders know pupils well and this leads to high standards of care and support.
- There is a very positive learning environment in the school.
- Pupils are well behaved and keen to learn. They are proud of their school and they have confidence in their teachers.
- At all times, including during breaktimes, lunchtimes and lesson changeovers, pupils behave in a safe, sensible, calm and orderly manner. They move promptly to lessons and arrive ready to learn.
- The sixth form continues to improve. It remains the natural choice for most pupils in Year 11 and current students speak highly of the quality of teaching and support they receive from their teachers. There is still variation in the progress made by some students with similar starting points in a minority of subjects, but plans are in place to address this.
- Since the previous inspection in November 2012, you have worked hard to ensure that pupils make better progress across all subjects. Pupils do well in English and outcomes in mathematics have improved. Improvements in other subjects, including humanities, can be seen in the quality of current pupils' work across the school.
- You and your leadership team have worked hard to make sure that there is a positive climate for learning.
- Systems are in place to quickly identify and address shortcomings in teaching and learning. Consequently, there is now much more consistency in the quality of teaching across the school. Teachers ensure that pupils know where they are going wrong, and how to improve their work. New assessment systems have been introduced at all key stages and you are aware that these need further refinement to ensure that both teachers and pupils are able to use them effectively to improve pupil progress.
- Safeguarding is effective.
- You and other leaders, supported well by governors, teachers and other staff, 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 the safety, welfare and all-round development of pupils prepare them well for the next steps in their lives.

- Pupils and students have a good understanding of safeguarding issues and are fully aware of the risks they may face in the world today, including threats to their safety such as the risks of extremism, drug abuse and sexual exploitation.
- Governors and the school's leadership team have ensured that all safeguarding arrangements are up to date, meet requirements and are fit for purpose. All records are detailed and of good quality.
- Governors' attention to safeguarding is strong. They help to ensure that it permeates the life of the school. The chair of governors is the nominated safeguarding governor and he meets regularly with the school's designated safeguarding lead to monitor and evaluate the effectiveness of arrangements and of staff training. All staff are fully aware of all aspects of safeguarding as a result of regular and effective training.

Development or future improvement points identified from most recent Ofsted inspection (2017) were:

Leaders and those responsible for governance should ensure that:

- pupils are guided more effectively in their curriculum choices so that they are challenged appropriately and thus make greater progress in their learning
- assessment practices are reviewed so that pupils and students are able to use targets more effectively to make more rapid progress.

Further context

- Torpoint Community College are reflective and aspirational for their learners – whilst, as the data below attests, improvement will be demanded both internally and externally – as Ofsted’s 2017 short inspection noted, student outcomes had improved from the 2012 inspection, and *‘appropriate changes have been made to ensure that those subjects where performance was not good in 2016 are improving rapidly’*. The journey for whole school improvement is ongoing, but progress has made.

	College	LA	England
Progress 8 (<i>the extent to which students have made progress compared to national expectations</i>)	-0.43		
Attainment 8 (<i>average grade across 8 prescribed subjects</i>)	43.2	45.7	44.6
Basics (% of students attaining Grade 4 or above in both English and Maths)	69%	60.9%	63.9%
Basics (% of students attaining Grade 5 or above in both English and Maths)	30%	38.4%	39.6%
% of Grade 4 or above in EBacc subjects	10%	17.7%	23.7%
% of Grade 5 or above in EBacc subjects	8%	15.9%	19.7%
	High (+Level 4)	Middle (Level 4)	Lower (-Level 4)
Starting point for students (<i>Prior Attainment KS2: number of students</i>)	45	59	5

- It is important to note that in many ways the 2016 2017 data cannot be compared to previous College data due to the change in GCSE gradings. In addition, there has also been a change in the way the EBacc will be calculated from 2018. As Acting Headteacher Dr Plumb noted: *“Progress 8 for the College was below average at -0.43 for 2016 2017, changes in the curriculum and option pathways for the 2017 2018 cohort have been implemented to set a 2-year target with regard to improving outcomes for student’s and by August 2019 Progress 8 should be at least 0, if not positive.”*
- Despite GCSE qualifications being in a period of significant transition, including the introduction of numerical grades and the new English and mathematics GCSEs, new GCSE syllabus changes in many subject, covering more challenging content, Torpoint Community College results from the 2017 summer examinations were encouraging, particularly that 69% of Torpoint students achieved grade 4 or more in both English and Maths compared to 64% nationally.

- The College's summer examination 'press release' reported²:
 - *'The number of students attaining GCSE grades of 4 or above, identified as the standard pass, in English was 85%, mathematics 74% and in both English and mathematics was 70%.'*
 - *'At this early stage of examination analysis, with several results yet to come in and the array of changes to courses, examinations and GCSEs, 61% of students gained a minimum of 5 or more GCSEs grades at C / 4 or above including English and mathematics. Students achieved the highest grades of 9 or an A* in a number of their GCSEs.'*
 - *'Although it is difficult to make direct comparisons with previous years, due to the changes in GCSEs, it is clear from the results that the class of 2017 was a very special group and whilst students celebrated their achievements, individual subject areas celebrated student successes with above average pass rates in an array of different curriculum areas, including English, French, Performing Arts, Art and Design where more than 85% of students achieved above A*- C (9 – 4) GCSE grades.'*
- The 2017 short inspection by Ofsted recognised that 'very few entries for GCSE languages and the percentage of pupils achieving the English Baccalaureate was very low and well below the national average'. College leaders and governors recognise this, acknowledge the need for challenge and to consider the pathways made available to learners. Torpoint Community College senior staff are steadfast in their personalised learning and curriculum offer; they choose to not enforce the EBacc pathway, instead determined to offer realistic but aspirational advice, which is bespoke, relevant and engaging for individual learners, reflective of their interests, needs and context.
- The College's Ofsted 2017 report alludes to GCSE results/student outcomes improving with students of all abilities making good progress from their starting points on entry. The short inspection report states that *'...achievement of disadvantaged pupils has improved significantly'*. College data reveals the gap in performance between disadvantaged students and others is narrowing, with Ofsted recognising, that weaknesses in 2016 outcomes had and continue to be addressed. These students are now making progress in line with their peers in some subjects, with school assessments indicating that the picture is improving for 2018 results.

Progress for Disadvantaged Students (LE6, FSM, and LaC/AfC)		
	College	England
Progress 8 score	-0.55	0.11
Attainment 8 points	41.3%	49.8
Grade 4 and above in English and Maths	59%	71.2%
Grade 5 and above in English and Maths	26%	49.4%
Grade 4 and above in EBacc subjects	0%	43.0%
Grade 5 and above in EBacc subjects	0%	25.6%

² The 2017 summer examinations College press release for GCSE results can be found here:
<http://www.torpoint.cornwall.sch.uk/exam-results/>

- The student voice panel reflected this assessment in that many students spoke in their own terms of how they had progressed and referred to either quality teaching or mentioned specific support to account for their outcomes.
- Regards A' level results, the 2017 summer examinations press release³ notes the challenging context of the new style 2 Year A Levels courses; significantly more challenging content and involving a totally different style of learning for students who were used to the modular style. We are very pleased to be celebrating some superb achievements with a higher than normal number of students applying for University.
 - *'Nearly 70% of the year group applied for University with most achieving their first choice places. **Close to 20%** of those who applied for University will be attending prestigious Russell Group Universities in September. Early indications suggest the college is doing better than last year overall and is likely to be in line or better than national averages with many individuals doing exceptionally well. Apprenticeships were popular this year with a significant number of students hedging their bets and applying for both university and an apprenticeship. Nearly all of those who applied for university have achieved their preferred choice.'*
- This review confirms Ofsted (2017) and various other external judgements and comments regards the school's very *'positive learning environment'*. Despite falling rolls due to demographic changes in the local area undoubtedly impacting upon the college, the relatively small class sizes mean *'that teachers and leaders know pupils well and this leads to high standards of care and support'*. Relationships between students and teachers are demonstrably strong and staff across the school build on this to ensure there is positive engagement. This in turn inculcates a climate or culture for learning. Students' behaviour for learning, and indeed, behaviour around the school, is good.
- Upon arrival at Torpoint Community College there is a warm welcome and a calm sense of purpose. 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 learning walk and lesson observation. There is a visible climate of celebrating diversity and difference throughout the school, epitomised in pupil's behaviour and attitudes to the 'other'. It was evident throughout the Quality Mark review process that students do feel safe at Torpoint Community College and that relationship building was key to the success of the personalised curriculum, which in turn led to behaviour for learning and positive outcomes.
- Duty of care is utmost –as much for students' sense of well-being and value as their own as staff. Safeguarding protocols and principles are implicit, explicit and effective. E-safety, given the amount of highly effective ICT driven learning undertaken, is also very evident. There was a warm, calm,

³ The 2017 summer examinations College press release for A'level results can be found here:
<http://www.torpoint.cornwall.sch.uk/exam-results/>

orderly and quiet school reception and this was echoed in the reviews experiences of the wider school throughout the day. Torpoint Community College 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 27 February 2018 was Torpoint Community College's first re-designation/Quality Mark visit.

Phase 1: Non-negotiables

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

	YES	/	NO
• Has the Lead Teacher attended one-day UCL CPD course?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has school hosted one-day UCL CPD course for network/local/regional schools?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has the school identified a named member of SLT to support Beacon School Status?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Did Lead Teacher and member of SLT attend UCL residential?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Did school submit initial Scheme of Work?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has the Scheme of Work been refined/edited in light of UCL mentor feedback?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Did school send representative on Poland study visit?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has the Scheme of Work/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 Torpoint Community College met the expectations.

Phase 2: Summary of review visit methodology

Prior to visit

- Copies of Torpoint Community College's Development plan, most recent Ofsted report, a copy of the scheme of work/learning (Scheme of work/scheme of learning) and range of UCL and Beacon School related documents were requested, collated and reviewed, along with links to related policy documents on the College's website.
- An email exchange with the College Leadership Team (CLT link), Mr John Golding.
- 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 College site with Lead Teacher, Mrs Charlotte Lane.
- Meeting with CLT link, Dr Jeremy Plumb (Acting Headteacher).
- Meeting with Lead Teacher, Mrs Charlotte Lane (KS3 History and Geography Coordinator, Lead Teacher in Active Classroom Methodologies and Practice – with school wide responsibility for developing curiosity – and UCL Beacon Schools Lead Teacher)
- Work scrutiny undertaken (mixed ability, boys and girls, and range of classroom teachers), sample lesson plans and resources from various subject areas and documentation including UCL scheme of work in History, plus assessment samples and data reviewed and discussed. Copies and photographs of examples and displays taken throughout visit (see Appendices).
- Lesson observation with Mrs Charlotte Lane, teaching a Year9 History lesson from the Holocaust Scheme of work/scheme of learning.
- Learning walk with Miss Chelsey Lindup, teaching a Year9 Geography lesson from the Geography Africa Scheme of work/scheme of learning (The genocide against the Tutsi in Rwanda and links to millennial and sustainable development goals)
- Student voice interview with six students from current Year9 and Year10, mixed ability and gender.
- Meeting with range of staff who have experienced and engaged with UCL Centre for Holocaust Education CPD and the College's engagement with the programme Miss Chelsey Lindup (Curriculum Leader of Learning, Geography), Mr Keiran Underhill (PGCE Secondary Trainee, History), Mrs Jen Childs (Head of House, Curriculum Leader of Learning, Drama; e-safety co-ordinator, Emotional Health and Well-being co-ordinator), Mr Kevin Baker (Curriculum Leader of Learning, Music), Mrs Rachel Bertram (Teacher of English and Drama, Lead for Rights Respecting Schools) and Mr Chris Pease (Head of House [Freathy], KS3 Literacy co-ordinator [KS3 Reading Relay])
- Visit debrief with Dr Jeremy Plumb and Mrs Charlotte Lane.

After visit

- Follow up questions or clarification sought via email.
- Letter of thanks sent via Mrs Lane 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 College's Quality Mark visit and outcome
- Drafting of sending e-newsletter acknowledgement of the Quality Mark visit and the College's outcome
- Drafting and sending a letter to Mrs Murray MP, constituency MP for Torpoint Community College, raising awareness of the Colleges visit and outcome, with copies sent to Dr Plumb, Mr Golding and Mrs Lane

Phase 3: Key findings

1. Holocaust education in the Torpoint Community College curriculum

- During their Beacon School year, Torpoint Community College have developed a clear rationale for their approach to Holocaust education that speaks to affective and cognitive outcomes for learners.⁴ They are developing a specialism and expertise in the field that is rare in the South-West, in terms of its depth, vigour and innovation. As a result, the provision for and impact of Holocaust education at Torpoint Community College has significantly improved because of participating in the UCL Beacon School programme.
- Torpoint Community College leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust Education.
- Throughout the review process there was – from students and staff – pride in their achievement of securing Beacon School status, and a sense of the importance of gaining the Quality Mark was palpable.
- The review demonstrated Beacon School status has stimulated or provided further space and opportunities for pedagogic and assessment conversations among Torpoint Community College 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 College 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.
- Mrs Lane and middle leaders have a clear sense of what worked well and why, but equally can identify areas for improvement. They recognise that Torpoint Community College senior leaders have supported reflection, discussion and planning time for the scheme of work/learning and stated, repeatedly and independently during the visit, that at Torpoint Community College they felt confident to ask for that time and that whenever possible CLT would support or enable it. Staff with an idea and initiative are, by and large, supported, encouraged and enabled where College budgetary and staffing compliment considerations allow.
- Mrs Charlotte Lane and Mr John Golding's scheme of work/learning (developed across the year of the UCL Beacon School programme and constantly reviewed and refined) takes as its title 'Unpacking the Holocaust'. Its rationale (linking both the scheme of work and schools approach to Holocaust education) states its purpose as *encouraging 'students to search for their own meaning*

⁴ Please see <http://www.torpoint.cornwall.sch.uk/ucl-beacon-school/>

of the Holocaust' explaining that by providing students with information and *'high quality resources based on research'* it was hoped they would engage *'in discussion and independent thinking activities'*. The Scheme of work/scheme of learning expects outcomes that contribute to institutional benefit, namely to college *'high quality teaching and learning, developed provision for SMSC and encouraging independent learning as part of the UCL pedagogies of teaching.'*

- The scheme of work/learning and wider Holocaust education offered at Torpoint Community College has seen careful collaboration with a number of curriculum areas, develop in a coordinated way; retaining their distinctive disciplinary natures but enabling students to 'join the dots' and apply their knowledge and skills. Together, it is hoped students gain a more accurate historical understanding of the Holocaust, are able to challenge myths and misconceptions, but also infused with a broader, richer understanding of personal stories, an appreciation of the complexities of moral dilemmas and allowed time to reflect and respond in creative and innovative ways.
- Provision allows for some 24 lessons of History, each of one hour. This precious curriculum time is well spent, allowing for key themes and complex issues to be considered fully. This level of curriculum time for Holocaust education is unusual nationally, and Torpoint Community College should be commended for devoting this significant number of lessons to study of this complex subject.
- The History scheme of work/learning addresses many of the issues raised by UCL's national research into student knowledge and understanding of the Holocaust. It is especially noteworthy that so much time is given to pre-war Jewish life, as the UCL Centre for Holocaust Education's research shows this is often overlooked by practitioners. To appreciate that which was lost it is essential students have a sense of the thriving, diverse Jewish community before. The innovative integration of Jadow as a community case study, and of activities and reflections from the UCL Beacon School Poland study visit is hugely impressive; unusual nationally to see such site based pedagogy embedded within the classroom. The range of activities and materials that enable exploration of this aspect within the scheme of work is striking – its impact is evidenced by the detail and understanding demonstrated in the student voice panel. Students had very much engaged with this aspect of the learning. Some of the scheme of work/learning lesson objectives are clear and concise, others suitably open-ended to provide stimulus, challenge and engage students at outset. The latter also serve to ensure outcomes are authentically student led (linked to their questions and discovered within the learning experience) rather than revealed by the teacher in advance.
- This scheme of work/learning includes a range of UCL Centre for Holocaust Education materials, including those focusing on the story of Leon Greenman, as well as the interactive timeline; unlocking antisemitism; pre-war Jewish life; resistance; legacy and 'surviving survival'. There is a clear, overarching rationale and a sense of purpose befitting the college's ethos, cohort and its SMSC context, but also to Drama and Geography departments who have so embraced Mrs Lane's work and collaborated on the Beacon School programme.

- Whilst the Torpoint Community College curriculum focus was its History curricula (owing to its Lead Teacher being a History teacher), Beacon School status resides with the school, not with a specific subject or teacher. It was pleasing to see this status understood and embraced by the College: the KS3 Holocaust Memorial Day 'Reading Relay' is a good example of this, along with HMD whole school assemblies and the 6 KS3 lessons that form the Rights Respecting Schools Tutor programme.
- The Rights Respecting Schools KS3 Tutor programme intends to introduce and unpack terminology with students; a rights vocabulary that will serve to underpin all study of genocide undertaken at Torpoint Community College.
- The Geography department devotes a minimum of six teaching hours, within its Africa scheme of work/learning, to the case study of the genocide against the Tutsi in Rwanda. This geography contribution, compliments students History studies, along with Drama offering a seven week 'The Secret Annexe' programme of study at KS3. The Drama department focuses on 1930-45 by undertaking a scheme of work/learning which *'promotes character development and improvisation, using primary sources provided by the History department. It is intended that one of the primary sources will 'appear' in both the History and Drama SoL to allow students to make the links between the two subjects'*. These are discrete disciplinary driven curriculum opportunities which have embraced the UCL research informed pedagogy, but been coordinated to ensure learners can refine and utilise their learning across the provision. This has skilfully ensured students could apply their knowledge and understanding, rather than compartmentalise their subject learning, without losing disciplinary focus or it becoming a 'blur'.
- Year 7-10 students at Torpoint Community College engage in the Unpacking Genocide and the Holocaust scheme of work/scheme of learning through the Rights Respecting Schools tutor programme. This is a seven-week programme to support the UCL Centre for Holocaust Education by 'unpacking' some of the terminology of genocide and Holocaust and to investigate and discuss issues/events/impact of these terms. This provides an invaluable literacy basis for further study and is designed to:
 - To develop understanding and knowledge of genocide around the world
 - To promote the elimination of ignorance regarding matters which affect the world, particularly in developing countries
 - To develop an understanding of Holocaust Memorial Day and why this is held each year
 - To encourage freedom of expression in whichever appropriate form and provide opportunities for this expression
 - To discuss and investigate survivors of genocides around the world and suggest ways in which we can help/remember

This programme links disciplinary opportunities in discrete curriculum areas to citizenship, SMSC, PSHE, safeguarding and prevent. This could be further honed to help support the College's work to promote British values.

- In addition to the scheme of work in History and the work undertaken in the RE, Geography, Drama curriculum, students at Torpoint Community College are aware of and enjoy a range of Holocaust education opportunities and enrichment. The student voice panel referenced the following by way of illustrative example:
 - Survivor visits/testimony encounters – online survivor webinar with Janine Webber
 - Rights Respecting Schools tutor time projects
 - RE, Geography and History lessons
 - Assemblies
 - Marking of Holocaust Memorial Day
 - Sixth Form engagement with the Holocaust Education Trust's 'Lessons from Auschwitz' project.
- Mrs Lane and her colleagues are reflective practitioners. This review praises Mrs Lane and colleagues for taking the underlying UCL principles and pedagogy, the core of a lesson idea – such as antisemitism, pre-war Jewish life or resistance - and for adapting materials where appropriate, trying new approaches and making UCL resources their own, applicable to their students' needs, school context and teaching styles. This will be especially evidence in case study examples presented throughout this report – the variety and innovation is compelling, and this report only does justice to a fraction of the work undertaken at Torpoint Community College.
- Torpoint Community College students are very aware of the schools Beacon status and are proud of the recognition. The student voice panel talked of a school display, annual assemblies and the inclusion of the Beacon School logo on slides during Holocaust related lessons, their workbooks, or events as constant reminders of this accolade. One student described their Beacon School status as something *'We live here... it's about our values'*.
- Despite the hugely impressive provision of Holocaust education in Torpoint Community College 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 Mrs Lane 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 on page 82) were explained and outlined. The Centre stands ready to work with Torpoint Community College to respond to some of those concerns and issues, and to continue to raise issues of national scope, such as compressed KS3 and cover costs, at government and policy level.

*See also Mr Golding's SWOT analysis.

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

- The centrepiece of Torpoint Community College's excellence in Holocaust education is built upon the foundation of its constant pursuit for quality teaching and learning. This reflects the Ofsted 2012 finding that *'Teaching in most subjects... is often typically good. Some teaching is outstanding... Teaching has improved since the last inspection because teachers and other staff have been well supported to evaluate and develop their skills in helping students to learn'*. It is evident from this review process that the College's senior and middle leaders remain ambitious in their drive for continued improvement; this corroborates the 2017 short inspection report by Ofsted *'...there is now much more consistency in the quality of teaching across the school'*.
- This review concurs, based on the Holocaust education lesson observation, work scrutiny and student voice panel, with the Ofsted 2012 finding that *'Where teaching is good or outstanding, the students are engaged in a variety of activities which engage their attention, and the pace of the lesson is good. Teachers check the understanding and progress of students, and adjust the lesson activities as needed.'* Moreover, the range of activities, skills, challenge and opportunity embedded in the Torpoint Community College scheme of work/scheme of learning lays the foundations for quality teaching and learning that leads to student outcomes that secures and embed 'good historians and skills', progression and a love of learning – largely through engagement garnered by skilful and supportive teachers.

a) **Scheme of work/scheme of learning**

- The Torpoint Community College History scheme of work/learning on the Holocaust (developed and refined as part of the Beacon School programme) aims to:
 - *Develop enquiry-based approach to History and improve independent thinking*
 - *Studying and developing interpretations of History; understanding causality, inevitability and consequence; develop understanding of significant events and people; develop confidence in understanding chronology; identify continuity and change and the reasons for this*
 - *Encountering a range of primary, secondary and contemporary source evidence; considering ethical dimensions; taking on a historical perspective in a thoughtful and productive way; develop empathetic understanding*
 - *Encourage deeper analysis and questioning of a confusing and chaotic period in history*
- Of the twenty-four lessons outlined, a third are exclusively based on UCL materials, principles and lessons; including Authentic Encounters, the Timeline, Pre-war Jewish life, Unlocking antisemitism, A Space Called Treblinka, Being Human? 'Home' and 'Legacy'. In the other lessons, UCL pedagogy

and approach has truly been embedded and skilful practitioners have made the lessons their own, fitting the needs and context of their learners or have adapted existing materials and lessons to UCL methodology – as with lesson exploring Jadov, the ghetto and others. Engagement with the Beacon School programme is also evident in the scheme of work/scheme of learning, with the incorporation of Dr Nikolaus Wachsmann’s ‘The Nazi Concentration Camps’ website resource.⁵ Mrs Lane and the 2016 2017 cohort’s London residential programme included a presentation about this Birkbeck, University of London resource, and Torpoint Community College students were able to safely and reliably research a range of camps – thereby able to understand the development and diversity of the Nazi camp universe – in a way that served, in conjunction with Treblinka focused lessons – to diminish Auschwitz centric student understanding.

- Whilst ‘Unpacking the Holocaust’ is embedded in disciplinary particularity, Mrs Lane and the History Department have innovatively collaborated with Geography and Drama during the Beacon School Year to shape sister schemes of work and collaborative learning opportunities. It is clear from the quality of contributions within the student voice panel and among staff that this innovation and collaboration is effective in providing a disciplinary approach that has retained subject identity whilst reinforcing and enriching its contribution and inter-connectivity. This has brought reciprocal benefits to each department and students have gained from that broader base and enhanced knowledge. Whilst such collaboration must be carefully managed in terms of time, scheduling, curriculum design and staffing, the joined-up approach has significant benefits for student outcomes. This was reported by staff and students alike to not be a common approach across the school in other contexts. This review suggests this is a pity and potentially a lost opportunity to enrich and innovate the curriculum. A cross curricular Holocaust Day could further be a way in to further this opportunity in a small scale, with potential to roll out in more coordinated way in the medium to long term? Perhaps English – with something on debunking ‘fact from fiction’ in *The Boy in the Striped Pyjamas* – would be an area of opportunity and development moving forward? This could be effective, given students embracing their teachers challenge for them to test myths and misconceptions using historical evidence, source analysis and critical thinking. Alternatively, what can Torpoint Community College leaders learn from successful cross fertilisation of ideas and collaborative approaches, beyond Holocaust teaching and learning?
- This review congratulates College staff for their timely and sensitive inclusion and focus upon pre-war Jewish life, the cultural legacy and contribution of its diverse European communities, also the time afforded the ‘Unlocking antisemitism’ materials. This is especially pertinent given that that there is no study of Judaism in the KS3 Cornwall Agreed Syllabus for RE (2014).⁶ *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 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

⁵ Please see: www.camps.bbk.ac.uk

⁶ Cornwall Agreed Syllabus for RE (2014), please see <https://www.cornwall.gov.uk/media/9227047/Agreed-syllabus-2014.pdf>

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

- Tom Haward, the Centre's assigned mentor for Torpoint Community College comments on the development of the Scheme of Work/Learning and the deep thinking that underpins it thus:
 - *'A lot of thought and consideration has gone into [Mrs Lane's] SoW. She has clearly taken on board a number of pedagogical aspects of teaching about the Holocaust from the residential program, tailored them to the needs of her students, and produced a SoW that is at times both powerful and innovative.'*
- When asked how successful the scheme of work/learning and whether the individual lessons had gone to plan in the pilot year Mrs Lane replied by referencing her evaluative diary document, her data and by anecdote. *'Transformative'* was the word used repeatedly in terms of pedagogy and practice. Mrs Lane made clear the journey was on-going, that there are things in the scheme of work/scheme of work she would now refine and review considering the first cohort – her evaluation document identifies these areas and opportunities, and this was found to be indicative of the History Department's reflective and developmental ethos.
- In discussing the scheme of work and what worked/went well and in reflecting on what surprised her it is clear Beacon School status has significantly changed and help develop History teaching and learning at Torpoint Community College in a generic sense, as well as in field of Holocaust education. It is clear from Mrs Lane's reflective comments that pupil outcomes have improved and that consequently students have progressed: she and colleagues spoke of the UCL lesson structure having encouraged greater collaborative and enquiry based learning, more time for and quality of questions and discussions, maturity, resilience to literacy challenge in many of the case studies, materials and sources and a raising of expectation, effort and outcome.
- The Torpoint Community College History Department is a strong and successful department. With Lead Teacher Mrs Lane's guidance and drive, with strong support from Mr John Golding, the College's History curriculum offer has produced a researched informed scheme of work/scheme of learning about the Holocaust that is solid, now well embedded thanks to College buy in and to students' outcomes attesting to its innovation, impact and outcomes.
- Comments by Assistant Principal and Curriculum Leader of History, Mr Golding, and Lead Teacher Mrs Lane regards their evaluation of the scheme of work at the end of the initial year are revealing regards the tensions and completing foci that exist within departments and schools across the country vis a vie curriculum time, skill in preparation of examinations, subject specialism of staff and so on. They demonstrate the balancing act necessary for embedding a new project, like the Beacon School programme, into curriculum planning and wider school priorities.

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

- *'To some extent the lessons went as planned. We spent far longer on the Holocaust than originally intended but that was worth doing this year as were trying out new ideas and resources. I also found that some lessons took far longer than I originally thought they would – largely due to me going slow and the students enjoying what they were doing.'*
- *'I feel like it [scheme of work/scheme of learning] has largely achieved all of its aims. Students have certainly developed their own meaning and understanding of the Holocaust and this has been infinitely preferable to us given them a definition. The Holocaust scheme of learning is fully embedded in History across the college with aspects of it being delivered and explored in years 9, 10, 12 and 13. Valid links have been developed with other subjects including Drama, Geography and Ethics and more will be developed in the next year.'*
- *'Whilst spending a great deal of time on it this year was valid and valuable, I do think that the unit needs to be shorter next year. That is not to denigrate the Holocaust, the scheme, the resources or the lessons in any way but it does mean that we have done a disservice to other aspects of Twentieth Century history. It may well be that we look at other topics in which the strategies and pedagogy can be used.'*
- *'I do also feel that whilst the scheme has been superb for developing students' source analysis and ability to make inferences, I have ignored other historical skills they will need at GCSE level. I included a GCSE style question on resistance deliberately to give students the opportunity to do some historical writing and I do think we need to look at the balance of discussion, creative work and written outcome which specifically develops and evidences historical skills.'*
- These honest comments speak to concerns regards sustainability and are concerns reflective of national trends and should not be seen as specific to Torpoint Community College. On the contrary, Torpoint Community College, with their commitment to Holocaust Education, are looking to find ways to maintain the Holocaust's place in the curriculum and further apply the pedagogy that has proved so effective and impactful, despite wrestling with the generic and landscape issues. In many way it may be a case for innovation and the sharing of some of the current Holocaust burden – where appropriate – to other subject areas or in tutor time or through enrichment opportunities. Regards the point about develop opportunities for extended historical writing and evidencing historical skills it is this reviews recommendation you utilise and further develop the schemes 'Mythbuster weekly' activities to this end – similarly, the 'Eagle-Eyed Reporter'.

b) Literacy

- This review found evidence that the College had and continues to respond to the 2012 concern that *'Not all subjects are used well to promote students' literacy'* positively.

- Staff at Torpoint Community College provide many opportunities for students to enhance their communication skills, their substantive knowledge, understanding and confidence. Holocaust education was making a distinctive contribution to this area of whole school focus and development; this was apparent in the College's Library display regarding Holocaust Memorial Day, the 'Power of Words' window display (as a result of the KS3 Reading Relay), students' use of accurate historical vocabulary and in the use of narrative strategies in the Beacon School pedagogy. During the review, we found students spoke with confidence about their experience of Holocaust education, their time at Torpoint Community College and about their progression. This review considers this to demonstrate a safe and open school, demonstrating a strength of engaging students through a vigorous questioning, meaningful talk and active listening. We thereby confirm, within the remit of our visit to Torpoint, the College's commitment to improving all areas of literacy is on an upward trajectory.
- Throughout the lesson observation, work scrutiny and in the student voice panel, numerous examples testified to the accurate and thoughtful use of key terminology, subject specific knowledge and student's ability to apply that to their understanding of the world today and their place within it. This review looked carefully at student outcomes and found evidence of high quality substantive knowledge, based upon work scrutiny, lesson observation and student voice. Students from the current Year 9 and Year 10 cohorts could accurately use a range of technical and historical vocabulary relating to the Holocaust, the Second World War, and the rise of Hitler. They used, with facility, a range of terms (including shtetl, *Lebensraum*, 'resettlement in the East', Police Battalion 101, ghettos, camps) and concepts (such as perpetrator, bystander, complicity, propaganda and antisemitism).
- As will be discussed later, Torpoint Community College students were using specific terminology or vocabulary about the Holocaust that reveals their studies to have challenged prevailing myths and misconceptions – the word cloud on page 50 illuminates how more students are specifically naming Treblinka, rather than Auschwitz-Birkenau, references to Jadow and *umschlagplatz* which shows an advanced linguistic and historical context. Based on national research this is very 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 class and assessed work was exceptional. Therefore, this review identifies feedback and progression as a History Department strength that could be used as example of best practice for wider school improvement.
- 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 was timely, topical and relevant. Equally staff reported that a culture and pride in Holocaust education at the school was emerging as word spread of the History scheme of work/scheme of learning. Students in all years reflected on the Holocaust experience at Torpoint Community College as something distinctive in their school experience.

- Of course, literacy is not simply the language of written and spoken word – and this review found numerous examples of literacy beyond the academic that Torpoint Community College’s Holocaust Education was contributing something distinctive too. Religious and cultural literacy is supported in the lessons devoted to pre-war Jewish life and through the legacy materials. This is particularly relevant given the absence of teaching and learning about Judaism in KS3 RE curricular across Cornwall noted previously. Given rising antisemitism, prevailing myths about Jewishness and why the Jews were targeted, it is vital to any understanding of the Holocaust’s impact and relevance that students understand that which was largely lost – namely the Jewish community and what it means to be Jewish.
- Given that Torpoint Community College serves a largely mono-cultural community (with 94% of its student body self-declared as white/British/Cornish) it is all the more important to provide rich and varied opportunities across the curriculum to encounter stories, literature and histories of others and by doing so respect the dignity of difference, whilst embracing that which groups hold in common. In many ways this is SMSC territory to be discussed later; linking the academic to enrichment and the developing of the whole person with emotional literacy skills and vocabulary.
- Linked to SMSC and discussed more fully later on, is the distinctive contribution Holocaust Education at Torpoint Community College 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:
 - *‘In terms of specific lessons, the ones that had the most impact on students were the lessons focused on Barney and his family, the Treblinka lessons and the lesson where we looked at the difficulties of resisting. In these lessons the students were easily able to relate to people and gain a sense of empathy.’*
- Given the innovation in the scheme of work/scheme of learning, there is also a noteworthy contribution that Torpoint Community College’s Holocaust education programme is making to information technology literacy, e-safety and safeguarding. This will be discussed more fully later – but should be recognised as modelling and securing e-safety practices, and more broadly equipping young people with the skills to empower and inform themselves – what is a reliable source/website and so on.

c) Challenge and engagement

- The College’s 2012 Ofsted report noted it was not yet outstanding because it needed to ‘build upon the current upward trend and further increase the achievement of students so they make rapid progress...’ However, during the course of this review visit, we found that in the context of Holocaust Education a *‘...range of subject teachers extend 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.

- In writing a blog for the Centre's website,⁸ Charlotte Lane, Lead Teacher in the college described the beneficial effect on students, and across the curriculum:
 - *'Since being awarded our UCL Beacon School in Holocaust Education status last year, we have already begun to notice huge changes in student classroom engagement and participation. Levels of investigation and responses to questions are much higher than in previous years and students are genuinely motivated in each lesson, due to activities being supported by quality resources provided by UCL Centre for Holocaust Education and in addition, sessions which are centred within the Centre's pedagogy of teaching and learning. We have seen that students are more inquisitive, more curious and ask more questions, with an increased level of maturity.'*

This impact is not limited to the classroom. The displays and resources provided by the Centre have provoked huge levels of interest from other students and staff; the timeline resource being displayed in a corridor was a real conversation point.'

- Teachers during the review process recognised Holocaust education as a valuable and empowering opportunity as it *'...encouraged reflective practice where students were responsible for their learning rather than passive consumers of information and then, later on, tested...'* In this sense, the challenge and student engagement seen in the context of the Holocaust scheme of work/scheme of learning is contributing to life-long learning, a love of learning and a thirst for knowledge.
- Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials is a key area for ongoing development at Torpoint Community College and middle leaders recognise the benefits of embedding such principles and authentic student led learning opportunities in other schemes of learning and departments.
- Teachers independently noted throughout the review process that Beacon School status had significantly contributed to Torpoint Community College'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 reviews recommendation, that best practice in Holocaust pedagogy be applied to whole college drives for generic teaching and learning improvement – so as this becomes the norm.

⁸ Please see <https://www.holocausteducation.org.uk/courses-events/beacon-schools/torpoint-community-college-beacon-school-case-study/>

- Looking at the scheme of work/scheme of learning itself, teachers clearly have advanced 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.
- The review's lesson observation found that pupils work very well together to solve problems and are happy to challenge each other's thinking and offer advice. (See Appendix 1) Students were engaged in reading an image – an artefact, a source – a homemade toy. The mixed ability classed showed real resilience to cope with artefacts context being revealed, their assumptions and prior knowledge being challenged. Mrs Lane skilfully blended teacher talk, and questioning that promoted group debate and individual discussion. Students could challenge, respectfully, the opinions of others, and the level of thinking and engagement contributed to ensure good progress within the lesson was made. This sets a climate of expectation for progress over time.
- One teacher commented during the review that having been involved in the UCL CPD day, her thinking and practice regards challenge and independent learning in the classroom had shifted, noting it...
 - *'...made me realise that teaching less or doing less, and students doing more thanks to the right questions, stimulating materials and tasks equalled challenge and more nuanced and advanced outcomes... I think it's had a massive impact on my teaching generally as I notice I talk less at the kids and its noticeable the more insightful discussions that arise'.*
- On this latter imperative, staff spoke of students' knowing that there was an unwritten expectation for them to think, and to actively engage in the learning process. 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:
 - *'It makes my brain hurt...Miss makes us think.'*
 - *'I think they [teachers] mess with us a bit... you know they give us questions or a task or activity of summat to do and we think we have kinda got our heads around it and then they give us some more evidence and it totally takes away what we thought... it's a clever way of working with us as we figured it out and it makes our understanding less black and white but it's a bit frustrating sometimes.'*
 - *'It's hard in class as Miss doesn't give us answers, instead we get lots of answers or interpretations and she pushes us to really think about each one... this usually means more question and more work but she's got us hooked and we want to know more'.*

- It was revealing to read within her scheme of work/scheme of learning evaluation diary Mrs Lane reflect on a lesson designed to investigate the geography of the Holocaust, in terms of attitudes to taking risks in the classroom to engage and challenge. The lesson involved case studies and research, but Mrs Lane wrote:
 - *‘This research has got me thinking about active research in the classroom – is there room for it in any of the next activities? This means I may have to replan, but if this allows students to progress further and in different ways, it should be celebrated, so I should give them the opportunity to engage with it in the classroom’.*
- This is illustrative of what this review found; that some key staff at Torpoint Community College are not risk adverse, rather, that Beacon School status has further encouraged this spirit of innovative teaching and learning. Mrs Lane and colleague’s absolute commitment to an evidence-informed creative pedagogy, responsive to their learners’ needs in order to secure best outcomes are clear. Much of this was predicated upon strong teacher-student relationships and staff knowing their data, the issues and how to best engage learners equipped with a toolkit of effective classroom strategies. An increase in criticality and reflection was a noticeable recurring theme when teachers discussed progression and outcomes.
- That Mrs Lane and Mr Golding have been prepared to take risks to give their 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.
- Whilst the schools’ most recent Ofsted report recommended further improvement around consistently high levels of challenge, appropriate to pupils’ needs and abilities, this review finds that is the case in the teaching and learning about the Holocaust, both in nature of the subject area itself, but also in the resources, lessons and activities developed by History staff. Work scrutiny, assessment outcomes and the student voice panel powerfully evidenced challenge and progression. Students clearly found the new pedagogical approaches stimulating, engaging, challenging and rewarding, therefore powerfully evidencing challenge and progression.

d) Teacher talk and questioning

- Student voice, during the review visit, suggested that there was a difference in the amount of teacher talking 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, ‘it wasn’t a lecture and I was more actively engaged because of it I think’.
- This review finds the questioning strategies and outcomes in Holocaust education lessons to be effective, excellent, varied and meaningful. This review confirms, based on observation, work scrutiny and student voice, that where teaching leads to good or better achievement, skilful

questioning and varied use of teacher talk encourages pupils to develop deep and rich understanding.

- Students felt that they had their questions answered – or at least acknowledged and discussed by their teachers (even if not always black and white answers) – and were confident in their teachers that, should they have a further question, they could ask.
- Through the student voice discussion, it was possible to glean within the students themselves some of the mentalities and qualities staff members had previously lauded. What was abundantly clear from this cross-section of students, was the strength of their interest in the subject of the Holocaust: this was made manifest in their willingness and enthusiasm to share their thoughts and views, and in the substance of what they were saying. Students spoke, for instance, about Holocaust education raising *‘more questions than answers’*; talked about how the teaching strategies employed by staff were *‘interesting’* and helped them to *‘learn a lot’*; and – with customary embarrassment – conceded they felt *‘enjoyment’* towards their learning about the Holocaust.
- In Mrs Lane and Torpoint teacher reflections it was evident that questioning had played a significant part in the refining of teaching practice in the classroom. For example, in response to *‘ordinary things’*:
 - *‘There was a real sense of ‘curiosity’ and discussions which were firmly focused on the object. Questions were of a much higher quality and left students ‘wanting to know more’. I used Paul Salmon’s video to narrate the context; I have never seen my Y9’s listen so closely!’*

Whilst in response to the Ben Uri gallery images as part of exploring pre-war Jewish life:

- *‘Students enjoyed engaging with the paintings from the Ben Uri gallery. They took a lot of prompting to answer questions about the paintings and needed a lot of guidance. However, this is still early days with this type of analysis in History lessons. It’s something to build on, if not differentiate down/scaffold for next year. If I am honest, I then wasn’t sure if students would be able to do the card-sorting activity. I was wrong. I should expect much more from my students. And have more faith in my ability to explain something well! The maps were really interesting; it meant a great link to geography was made. The students were so in to the card sorting activity that I should have allowed more time and perhaps extended this in to two lessons; the writing down in the Busy Bee took longer – I wonder if I need to do this next year? I am wondering if there’s another way of showing their understanding?’*

e) Differentiation, SEND and inclusion; impact on vulnerable learners and targeted groups

- Underpinning the effective and forward-thinking approach to differentiation within the Holocaust scheme of work/scheme of learning and the teaching within History, is an understanding of SEND need as key to improve the outcomes for every child.
- As a Rights Respecting School, Torpoint Community College staff increasingly express their educational vision and purpose within the context and vocabulary of rights; in terms of SEND, this translates to a shared commitment to every child's entitlement to an education that fits their needs. More than that, staff throughout the review, 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 the values and ethos of Torpoint Community College, 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 – but data to be discussed later indicates the cognitive and affective outcomes for all Year 9 Torpoint learners, irrespective of need, following their study of the Holocaust in History lessons and elsewhere.
- Whilst this review can draw only on a snapshot sample specific to the History department in exploring the teaching and learning concerned with the Holocaust, we contend that, both in work scrutiny and student voice, differentiation is evident and of a good quality.
- The review process found numerous examples of differentiation within teaching and learning about the Holocaust, especially in terms of valuing and planning for diversity in heterogeneous settings. 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 Lane and middle leaders that differentiation was at the heart of quality teaching and not an after-thought.
- The Holocaust scheme of work/scheme of learning 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 reviews belief, that the above culture of thinking regards differentiation, especially in relation to the Holocaust scheme of work/scheme of learning, has led to 'teaching up' – the many innovative strategies skilfully deployed by Mrs Lane and colleagues when teaching about the Holocaust has ensured challenge and progression for all learners. Detailed data, tracking and monitoring of data in this regard will be discussed later, but differentiation within a context of 'high challenge, low threat', is key to the impact on learner's engagement and outcomes.
- It is noteworthy to consider the range of differentiation issues (along with issues of challenge and practicality) revealed in this lengthy but revealing teacher reflection on the Centre's timeline activity:

- *“This activity spanned two lessons and I taught this in a different order to that suggested in the Lesson Plan. Our students have very limited understanding of the context of the Holocaust (other than what they bring with them to the lesson, which may have come from a plethora of sources), so I chose to do the dates and events first. I then followed this with the Case Studies, so students had a background knowledge of the context in which these people/groups were placed. Students on the whole really engaged with this activity.*

I put the Timeline out in the corridor, although my corridor only allows for half of it to go on each side. Had I used the full length of the corridor, I would have impinged upon the Geography space and also potentially disrupted the lesson there as well. Actually, my decision to split the timeline into 1933-1940 on one side and then 1941-1945 on the other, worked in my favour. Students physically saw the ‘turning point’ in the timeline and had to turn 180 degrees to look at the other half. I didn’t have the space to do this in my own room, although maybe next year, I’ll try and see if this makes any difference to the activity.

My Y10 and 2 classes of Y8 students fully engaged in this activity. They were totally on task and really enjoyed the different learning space. However, my third (lower ability) class struggled in the minority to engage (only a couple of times) – I did wonder whether the change was too much?

Those who would normally find a classroom situation difficult found this very difficult to concentrate upon; they veered towards the edges and participated when directly questioned, although this is more of a classroom management strategy to consider for next year. Should I break the task down even more? Should we keep returning to the classroom (familiar environment) more often? Could there be some questions for students to answer and then go out to the timeline again? Or could this simply be solved by doing the activity within the ‘safety’ of the classroom? Overall, the activity was a huge success. Students worked really well together as a whole class to construct the timeline – no mean feat when there are 30 of them!

For the second part of the activity, students worked together again to return to the timeline once they had read the Case Studies. For the duration of about a week, the Timeline stayed out in the corridor. What was particularly interesting was the amount of students and staff who stopped to read it. Really study it. Some of the cleaning staff came down to look at it, because one had spoken to the other and said they should come and have a look. It was great to have the opportunity to speak to anyone who stopped to read it and engage in discussions with them – Y7 were particularly interested and were very keen to talk to me about particular events. Learning was happening in the corridor and students/staff were asking questions about the material. Interestingly, the cards which caused the most interest were ones about how different groups were persecuted.

The last part of the activity was mostly held in the classroom and involved students creating an argument as an extended piece of writing against one of the ‘Myths’. I encouraged

students to go out in to the corridor to take photos of the case studies and corresponding events to help them in this task – they really enjoyed this and were very mature about this”

It is clear from the above that timeline activity, despite concerns regards high literacy demands and the physical space, had enabled all learners to interact with the material and each other, but more than that, it had been a catalyst for wider school engagement with students accessing some of the material whilst lining up in the corridor, with stopping to consider a case study. With Beacon School status residing with the School and not with a specific lead teacher or subject department, it was revealing to learn of Mary from domestic services inspired by the timeline and asking questions – and her then desire to be involved the later visit by survivor Mala Tribich. This was an example of the materials and Beacon School status reaching beyond the history classroom and infusing school ethos and values.

- It is evident from Mrs Lane’s analysis of the 2016 2017 Year 9 cohort data, that designing lessons around patterns of student need, through differentiation, has underpinned attainment and progression. The data, discussed later, testifies to differentiation being necessary for a broad range of learners to succeed. This is reflective and contextual data analysis, but has an impact on learner’s classroom experiences.
- Art and creative approaches within the scheme of work have also ensured a range of learners have been able to access and demonstrate their knowledge and understanding in alternative ways to traditional assessment or extended writing tasks. For some learners this has been vital and key to the schemes success.

f) Creativity and innovation

- Within the ‘Unpacking the Holocaust’ scheme of work/scheme of learning developed during the Beacon School year are numerous examples of creativity and innovation – more than this review report can do justice to. However, this review would like to draw attention to the following two, by way of illustrative example:
 - Whilst using the **site-based pedagogy** of the Beacon School study trip to Poland is increasingly difficult to apply and develop in the current budgetary and curriculum restricted landscape of schools, Mrs Lane does consider the experience and visit to have impacted her practice. This is evident to the innovative ways in which her Poland experiences have been integrated into her classroom.
 - Based on the Poland trip Mrs Lane and colleagues have adopted the slow reveal and self-discovery/learner-led model advocated by UCL to her lessons. Pondering how she would she explore and convey ‘the void’ in a different way influenced by the approach taken at Jadow to the Roman Catholic and Jewish cemeteries, and the small town without turning it into a show and tell of what she did on her trip, Mrs Lane opted for

technology as a means of bridging the gap: students would be encouraged to explore Jadow for themselves using iPads.

- Reflecting on her scheme of work/scheme of learning and evaluating lessons in real time, Mrs Lane has an invaluable record of how her pedagogy and practice evolved. For example, this lesson aimed at exploring 'the Void' was planned to be the 11/24 lesson, focusing on students exploring what the enduring consequences of the Holocaust. The stated objectives were to analyse a range of sources and to develop understanding of remembering something that is no longer present. Mrs Lane's evaluative and reflective diary comments offer an insight into the Poland visits impact on her practice, but also the innovation in her thinking and her ambitions for the future:
 - *'For this lesson, I completely redesigned what I had intended. I have just come back from the Warsaw Study Trip and am going back through the lessons to see what can be added. I am really pleased that I did this. From my trip, I understood 'the void' in such a way that I thought I would be able to get my students to understand it. The same concept was applied, with images, but this time with Jadow as the focus. I introduced iPads and Google Earth so that students could 'walk around Jadow' - they had images of places that I wanted them to find, with the maps. This was 'clunky' the first time I did it, so with some groups allowed them to 'walk around Jadow' so they were familiar with the area and then gave them maps, to point out certain areas. Once I scaffolded the activity further, this was more successful. I want to add more about the Shtetl next year, with examples of pre-war Jewish life in Jadow. Time allowed for the pre-war Jewish community in terms of photos, but I want to develop this so it shows more examples of the geography of the place pre-war i.e. images of typical Shtetl.*

The activity which linked to this was really well-received. A lot of curiosity through source investigation again – this time with images taken at the Roman Catholic and Jewish cemeteries in Jadow and then Treblinka. The maps shown at the end of the lesson (UCL Void .ppt) then caused audible gasps, from every class. They had seen 'void' and were able to better understand what this was. I need to firm up this lesson plan for next year's scheme of work/scheme of learning.'

➤ Art and creative responses

- Without ever losing disciplinary focus, Mrs Lane and Mr Golding have produced a scheme of work/scheme of learning that enables creative responses and artistic expression. Whilst these are clearly not detailed or extended historical writing responses, they have supported the historical learning taking place and clearly demonstrate historical knowledge and application of key skills necessary as a 'good historian'.

- Examples of such activities include:
 - engaging with the paintings from the Ben Uri gallery
 - photos from *'Die Schone Zeiten'* and the artefacts
 - the museum of resistance
 - the doors – representing 'home'
 - Miami Beach Memorial images (aesthetic analysis)
 - Typographic art
 - Holocaust Memorial design
 - responses to 'ghetto'

These opportunities have supported students' cultural understanding. Examples of the range of student outcomes from such activities can be seen in Appendix 5, a-w.

- Mentor Tom Haward reflected thus: *'It was wonderful to have [Miss Lane] on the Poland study visit. Again, her enthusiasm and ability to translate ideas into classroom practice was infectious...Her personal visual responses to the Poland study visit were also amazing, and a great model for how alternative ways of responding to the Holocaust can imaginatively and effectively be captured.'*
- Evolving cross-curricular/interdisciplinary approaches are evident: Beacon School status has helped foster open conversations between teachers and deep thinking regards curriculum and learning. Students' critical and independent thinking and meaningful knowledge is promoted through questioning, innovation and sharing of good practice.
- In addition to the creativity and artistic responses facilitated through the scheme of work/scheme of learning, was a powerful use of visual stimulus as a means of challenge, engagement and independence. Mrs Lane alluded to this in her evaluative diary, recalling:

'I had put the image of the truck on the board as they came in, so source analysis started on entry. This is something that I'll do more regularly, as this means there's an image to look at. I normally have a 'self-starter', but these images promote student inquisitiveness much more effectively than 'what's in the box?' or 'guess the mystery object?', which imply that there is a correct answer. This approach is open-ended; there's a perpetual sense of 'not quite knowing' which isn't revealed until the contextual narrative, which comes after the source investigation and questions; many of which I have left unanswered. I want to come back to the questions with students later, to see if they can answer them with their own knowledge.'

g) Generic Teaching and Learning

- Torpoint Community College has successfully embedded the distinctive pedagogy and principles of UCL: for example, disciplinary subject approaches, the use of oral history, personal stories, no graphic images, a focus on pre-war life and capturing sense of the void, independent thinking and – crucially – not seeking to pre-package meaning and simple ‘moral lessons’ for students.
- The lesson observed for the purposes of review bore key hallmarks of quality teaching, rather than just quality teaching about the Holocaust. Objectives were clearly outlined from the start and logically built on the previous lesson of the Scheme of work/scheme of learning, with students invited to demonstrate their existing knowledge and understanding. The activities both consolidated what students knew and understood at the same time as expanding these. Throughout, both teachers intervened as and when necessary to advance learning, with strengths being their questioning and attempts to ensure students were thinking about concepts and conceptual frameworks and not just substantive knowledge. For detailed analysis of the observation, see Appendix 1.
- Several features of the lesson observation were raised in focus group discussion with staff. For example, staff spoke of the importance of contextualisation was strongly advocated, 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 try. Several spoke of their desire to find out more, *‘to do justice to them by trying hard’* and another reflected on the point that
 - *‘I definitely think I learned about this topic very differently because of the connection I made with the individual stories... it was like I got really sucked in and that meant I cared enough to try to understand more about them and why what happened, happened’.*
- As part of this review, a History lesson – a Year 9 lesson on ‘Authentic Encounters’ - was observed. From the outset, intended outcomes were clear to students: objectives were outlined by the teacher, and these were reinforced throughout the lesson. A deft approach to questioning was a key feature, allowing students to develop a sense of achievement and enabling the teacher to assess progress. Meanwhile, the central activities of the lesson allowed the teacher to check comprehension and gave students the opportunity to demonstrate their skills of independent analysis and evaluation. As the lesson observation notes in the Appendix indicate, this was a well-constructed and delivered lesson, by a highly skilful practitioner and accomplished trainee, where students consolidated and developed knowledge, good progress was made and understanding was growing.
- The excellent skills, toolkit, confidence, and teaching and learning strategies of Torpoint Community College staff when planning and delivering Holocaust education, is matched only by their total commitment, strength of personal relationships, knowledge and care for their learners. Students

openly and independently praised the quality of teaching about the Holocaust during the student voice panel;

- *'It's really obvious our teachers know a lot about the Holocaust and that they care about us understanding it.'*
 - *'The lessons are interesting and I kind of feel like I want to know even more at the end of each lesson.'*
 - *'I think I have learned more...If I am truthful I think I have tried harder and put more care and effort into my work and homework, because... you know, the Holocaust is so important'.*
 - *'I thought I knew about the Holocaust but I didn't really understand it...the way we were taught about it really made me think more about things...everything I thought I knew was a bit simple really and what I know now is that the Holocaust was anything but simple...I think Miss was clever in the way she taught us about the Holocaust as she was always surprising us with new questions and new evidence and we sort of had to always rethink... I think a few people might be fed up by that, but I thought of it like a challenge...'*
 - *'It was like the first time I could really see I was learning...what I knew about the Holocaust just grew and grew. It was like you could really tell you were making progress and stuff...'*
 - *'Sorry, it sounds a bit wrong to say but I loved learning about the Holocaust.'*
- The passion, commitment and expertise of Lead Teacher, Mrs Lane, is widely acknowledged as the heart and soul of the project. Staff spoke about her *'...taking people with her on this journey'* and of her *'...enthusiasm and care for the subject matter that has so impressed me and by seeing the impact of this work on her personally and professionally, and more importantly on the young people... you cannot help but care and be impressed yourself'*. Likewise, it was especially telling that a student spoke of Mrs Lane *'...living and breathing it'*. There is an authenticity to Mrs Lane's commitment to Holocaust education that comes across in the classroom and among her peers. This commitment should be celebrated and her emerging expertise shared within the school and beyond.
 - Torpoint Community College students noted that in Holocaust related lessons there would likely be more opportunity for further research and in-depth discovery through use of computers, various resources and in preparation for presentation or answering key questions. One of the student voice contributors commented *'We got lots of opportunities to research and find stuff out for ourselves...'* He went on to say this was important because he felt ownership of the learning and not just being *'talked at'* and *'expected to remember everything'*. Another student interjected to suggest that the approach in the Holocaust lessons wasn't just teaching them about the Holocaust itself, but also about life skills, saying

- *'I was trusted to go online and research different death and concentration camps one lesson... I learned a lot from it, not just about the different types of camps there was then, as I'd been like wrong thinking it was just Auschwitz, cos it wasn't... but it taught me about how to do history research properly and safely like.'*

This led to another agreeing, saying that they had used these research skills in other lessons and how useful the learning process was, not simply the historical knowledge and understanding. Students then quickly clarified, in case that was taken to mean they weren't interested in the substance of their learning – on the contrary they were utterly immersed in it – but they were aware they were learning more than just the history, *'the skills'* or strategies that could be useful in other areas of their studies. For some, this was a revelation, and seemed to have impacted in areas beyond history of indeed College life.

- Student insights on the way teaching and learning about the Holocaust manifested itself differently compared to other topics or subjects at Torpoint Community College 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 *'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 Lane and subject leaders that Beacon School status has been a catalyst for powerful teaching and learning, pedagogic conversations among staff and reflection. The pedagogical principles and strategies originating from the UCL Centre have now taken root in other, non-Holocaust related, subjects and topics. Torpoint Community College staff independently report that the UCL approach has impacted positively and further developed already good teaching and learning practice across the College. It was widely credited as having significantly contributed to a *'shift in thought processes'* and impacting upon their practice, particularly given its research informed and evidence based approach; sometimes very consciously, other times, upon reflection, subconsciously.
- This review finds that Torpoint Community College has successfully embedded the UCL Centre for Holocaust Education's pedagogical principles for Holocaust education. Students and staff affirmed throughout the review process the importance of powerful knowledge – that to know something alone, in isolation, out of context is not enough; rather understanding, questioning and critical thinking are the means to meaningful knowledge, especially of self-knowledge. Broadening and embedding such skills and understanding across a range of subject areas and schemes of learning could help support school improvement through achievement and challenging the progress gap.

- 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 Mrs Lane and her colleagues during the review process that CPD input from the Centre for Holocaust Education has moved departmental and wider school practice forward.
- As referenced later, the Centre's ongoing pathway of professional development is credited repeatedly with creating '*...a new model or...standard...of what a lesson should be... or rather, could be...*' and its impact upon lesson planning has been substantial, including the rewriting/reconfiguring of other topics in History and beyond.

h) Research informed approach and reflective practice

- Torpoint Community College values research informed practice and Mrs Lane has embraced the UCL Centre teacher and student report findings in terms of informing classroom practice. She credits the national research study findings as 'massively' shaping her History Holocaust scheme of work and of influencing pedagogy in her practice.
- Teaching and learning about the Holocaust at Torpoint Community College 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 as 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 actually having studied it – but Torpoint Community College's Holocaust scheme of work/scheme of learning is going some way to address 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 in providing a scheme of work/scheme of lessons that is responsive to internationally recognised research is both empowering and innovative.
- This review can confidently confirm quality teaching and learning about the Holocaust at Torpoint Community College 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. College teachers have clearly sought to explicitly challenge widely held societal myths and misconceptions within their planning and teaching of the History scheme of work/scheme of learning developed during the Beacon School year and since.

- 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 College students using evidence and case studies to grapple with the complexity of complicity, compliance and responsibility; itself a meritorious and impressive student outcome. The Centre’s *‘Being Human?’* lesson was widely credited, by both students and staff, as key to being able to reconsider the issues; 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 led or get involved in mass murder and others not, either standing by or actively resisting and rescuing?’*
- By highlighting prevailing myths and misconceptions in the data and by applying the research to her school and class contexts, Mrs Lane has been able to begin to make inroads on those stubbornly prevailing societal myths about blonde hair and blue eyes, soldiers doing their duty, following orders and being shot were they to refuse. As a College, engagement and familiarity with the national and then school survey results have enabled *‘casual antisemitism’* such as *‘All Jewish people are rich’* to be more openly discussed and successfully challenged.
- Asked about the unintended consequences or outcomes of the Holocaust scheme of work and learning, Mr Golding and Mrs Lane’s evaluation included the following:
 - *‘Many lessons have ‘grown out’ of the UCL provided lessons and I have been able to adopt the pedagogical approach with lessons which are an ‘extension’. This approach has also meant that I have changed/adapted the way in which I teach History. This is not limited to Y9, but traces of the pedagogy can be in new scheme of learning which I have developed for Y7 and Y10. The skills that I have learned mean that I feel like I am really teaching ‘History’ – in the sense that I am supporting students to develop their investigative skills and really be ‘historians’ – the demand is such sometimes, that one can get entrenched in the subject matter for a curriculum of work that needs to be delivered. This has not just impacted the year group that I have taught, and not impacted this topic of study. This has had an impact across KS3 and in part KS4...’*
- 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:
 - *‘...there wasn’t too much horror... of course the subject matter is shocking and terrible, but we had just the right balance to make it clear what the Holocaust actually was, ... you know, without it being graphic or degrading...’*

- *'...it's going to be tough sometimes to study the Holocaust, isn't it? It's not like studying castles or the industrial revolution, this was mass murder of men and women on a massive, massive scale... with kids and the disabled and old people too... so its wasn't ever going to be easy to learn about that... but I really don't think it should be. That wouldn't be right... it wouldn't be the truth... I think it's good Miss trusted our class with this stuff, its important she didn't hide it, it made me feel responsible and proud that she was honest with us.'*
- *'I don't think you need to see everything to understand how awful the Holocaust was... I mean the images and film and stuff... if you see some, and have some personal stories too then you get to know what happened and begin to understand how bad, how big and how important an event in history it was.'*
- *'It was kind of drip fed up... dipping in and out of the horror of it all. I think that's why it worked as it was manageable. We could cope with it an that way I kept learning... If it had all been horror, horrific, horrifying or whatever then I would have zoned out. I didn't, so they got the balance right for me...'*
- *'I know there are worse images about the Holocaust as I've seen some online and on documentaries and stuff, ...you could even flick through books and see some terrible things... but the way Miss taught us means we started to think about how victims might want to be remembered... we looked at providence too as a history skill and that made me realise it was important to know who was taking the photo and maybe why they would photo dead bodies or whatever....that changed things for me and makes me think a bit differently about other images I see on the news or on the web.'*
- 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'*. Torpoint Community College students 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 the way they did, that they had been respected by not being given a *'sugar coated version'*.
- Students repeatedly praised Mrs Lane and colleagues for the way they *'honestly'* taught this difficult and disturbing history. One student acknowledged that her teachers cared about the class and
 - *'...knew how to handle it with us...as they really know us and we got choices about some of the activities or got forewarning if something was coming up that might be emotional or difficult to see or hear'.*

- Another said:
 - *'...I think teachers respected our rights, as I can't remember which article thing it is but one child's right thing says we should have the right information, so that kinda means we shouldn't be lied to or have things hidden from us or distorted just because were kids'.*
- It was noticeable that a vocabulary of rights was an undercurrent, informing or framing several student contributions throughout the review process, referencing UNHRC Articles, 3, 12,13 in this context. This is indicative of the successful embedding of Rights Respecting School status – and is a foundation upon which more work can be built. Mrs Lane and Mrs Rachel Bertram have some interesting ideas about how this might be developed in the future with greater CPD involvement across the school, internal conversations and collaboration with feeder and wider partnerships. 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 History department, Mrs Lane and her colleagues at Torpoint Community College for providing a rich and powerful Holocaust education learning experience. It is clear, as will be explored in more detail later, that students are making significant progress, both academically and personally in this area of their study, and these holistic outcomes and attainment successes are rooted in excellent teaching and learning practices.
- Torpoint Community College'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 conversation middle and senior College 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.

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

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/scheme of learning. It may be worth considering scope for including the forth-coming UCL Centre for Holocaust Education resource 'Forgotten History: what happened in East and how do we know?' This is being produced in conjunction with the Imperial War Museum and may be something to consider in relation to your geography of the Holocaust/*Einstazgruppen* lessons.
- Whilst hugely impactful, might sustainability and pragmatic concerns mean some of the History burden be shared with other relevant faculties? Might this create cross curricular and further innovative and collaborative opportunities?
- 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 in this review – it should not be seen as niche to Holocaust education, rather that it could be transformative and key to supporting/driving school improvement.

*See also Mr Golding's SWOT analysis

3. Assessment, achievement and outcomes for students

Torpoint Community College attaches considerable importance to matters relating to students' assessment, achievement and outcomes, both academic and holistic.

- Given the school's context in terms of national floor standards and accountability measures (as noted previously in this report), it is important to note the estimated attainment 8 points for the 2016-17 Beacon School Cohort (2019), 53.32%, and their attainment 9 estimated EBacc Grade of 4 and above, 14.99%. Internal College monitoring and tracking data indicates progression; this is a positive projection and if met or exceeded would be a huge step forward in Torpoint Community College results. The Beacon School impact regarding this cohorts expected or targeted exams outcomes is unclear as a range of interventions and projects are in place to challenge, engage and raise aspiration, however, a range of evidence presented throughout the review process and outlined here, does speak to the Beacon School programme contributing to transformational change.

a) **Assessment**

- The History Department complies with whole college assessment and monitoring processes, with Torpoint Community College progress per year broken down into three terms. Mrs Lane explained that students could make 0.3 levels of progress per term, for example, in Y7, from 2 on Entry, to 2.3 by end of Autumn, 2.6 by end of Spring and 2.9-3 by end of Summer. She clarified this with the following example:
 - 'We would describe the progress as follows; students making 0-0.1 levels of progress per term would be 'Unsatisfactory'; students making 0.27-0.3 levels of progress per term would be 'Good' and students making greater than 0.3 levels of progress within the termly period would be making 'Exceptional' progress. Between 0.11-0.26 would be described as 'Some Progress'. Any student who makes more than 0 levels of progress, could be described as 'making progress'.⁹*
- Torpoint Community College has evolving methods of planned, standardised and formal assessment for learning opportunities of the Holocaust History scheme of work. In the first instance, one can point to the History department's regular assessment of the five historical concepts/skills (historical interpretations and representations, cause and consequence, significance, change and continuity, and sources). The department takes a flexible and innovative approach; *'Assessment in History take many forms'.¹⁰* Torpoint Community College History students are, at KS3, *'...assessed against each skill. Teachers will make an informed decision as to whether a student is Emerging, Developing, Secure or demonstrating Mastery of each of the five concepts in History.'*

⁹ Please see Appendix 3 for an explanation of a single students' KS1 progression journey as monitored/expected at Torpoint Community College.

¹⁰ Please see the College's History curriculum page, including its assessment framework here: <http://www.torpoint.cornwall.sch.uk/history/>

- Much of the College's planned formative assessment opportunities help students throughout the Holocaust scheme of work/scheme of learning, identifying their strengths and weaknesses and target areas that need work. This is demonstrated in work scrutiny, where students have responded to teacher marking and ongoing feedback to improve or develop their work; whether in terms of knowledge, understanding or a skill. It similarly provides opportunities for and helps the faculty recognise where students are struggling and address problems immediately. This is especially helpful in terms of addressing myths and misconceptions of the Holocaust and it was noticeable that students referenced the shifts in their thinking during a very impressive student voice panel. They provided many examples to illustrate how their knowledge and understanding and thinking had progressed during the study of the Holocaust and were able to articulately explain their own progress and developmental needs in light of the planned assessment for learning¹¹ opportunities that littered the scheme of work/scheme of learning. For example, the students AfL booklets for the scheme of work/scheme of learning identify formative assessment opportunities for one of the five historical concepts;
 - Treaty of Versailles Starter - *Interpretation & Representation*
 - Treaty of Versailles Cloze Activity - *Cause & Consequence*
 - This Child: Wedge Inference Diagram - *Interpretation & Representation*
 - Munich Putsch: Frame of Questions - *Source Analysis*
 - Brick Wall - *Interpretation & Representation*
 - Ordinary Objects: Mining the Evidence - *Source Analysis*
 - Authentic Encounters: Questioning the Source - *Source Analysis*
 - Authentic Encounters: Mining the Evidence - *Source Analysis*
 - Authentic Encounters: Photo Source Investigation - *Source Analysis*
 - Pre-War European Jewry: Busy Bee - *Cause & Consequence*
 - Mythbuster Weekly - *Interpretation & Representation*
 - Cause & Consequence - *Source Analysis*
 - Unlocking Anti-Semitism: Venn Diagram - *Cause & Consequence*
 - Ghettos: Flow Diagram - *Source Analysis*
 - Ghettos: Inference Triangle - *Source Analysis*
 - Einsatzgruppen: Cog Diagram - *Cause & Consequence*
 - Treblinka: Venn Diagram - *Significance*
 - Resistance: Scaffold Diagram - *Change & Continuity, Cause & Consequence, Source Analysis*
 - Liberation and Home: Windows - *Source Analysis*
 - Legacy - *Source Analysis*
- It should be recognised, that any formal assessment of the Holocaust in schools is unusual, for as the Centre's own research showed many teachers feel a discomfort with 'Assessing the Holocaust' as such and thus Torpoint Community College should be commended for tackling such a challenging and difficult issue. It is pleasing to note, that whilst formal assessment at the end of the Holocaust unit does not exist; its formative assessment approach is rigorous, whilst light touch and annually reviewed in line with the school's assessment policy.

¹¹ Evidence and examples of these AfL opportunities can be seen in Appendix 5, a-w

- Effective analysis for school improvement and leadership is founded on the ability to look beyond the data or pure numbers, to contextual narrative and nuance. This review found Torpoint Community College teachers have excellent relationships with and know their students well. Data is interpreted and lessons planned effectively so as every child makes good progress, in large part thanks to effective feedback that develops both knowledge and understanding, a desire on the student's part to improve, and genuine time protected within lessons for meaningful student reflection and DIRT.
- When asked what noticeable gains, change (positive or negative) in pupil performance following the Holocaust scheme of learning, as compared to the same cohort studying an earlier or later topic, Mrs Lane commented that whilst anecdotally she and 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 was a wealth of insight regards comparative assessment data was used effectively to drive practice and improvement. This was especially evident in the understanding of vulnerable or target groups – within a year cohort. Mrs Lane was able to demonstrate a range of data and analysis across the 2016 2017 cohort of Year 9 students, that contextualised the cohort but also enabled trend understanding of the impact of the Holocaust scheme of work within the History Department.
- When compared with Y9 2016-17 cohort overall average levels for the, Mrs Lane explained the cohort's data in the context of the Holocaust scheme of work/scheme of learning thus:
 - *'The overall average grade for Y9 2016-17 at the end of the year was Level 2.43. The overall average grade for Y9 2016-17 at the end of the Spring Term, prior to undertaking the 'Unpacking the Holocaust' scheme of work/scheme of learning was Level 2.21. On average, the whole of the Y9 2016-17 cohort, made 0.22 levels of progress as a result of the 'Unpacking the Holocaust' scheme of work/scheme of learning. Therefore, we can say, that on average, the Y9 2016-17 cohort made good progress.'*
- Taking the Year 9 cohort as a whole¹² and analysing the impact or distinctive contribution of the Holocaust, 'Unpacking the Holocaust' scheme of work/scheme of learning the following should be noted for the powerful trend and developmental evidence it provides.
 - Nearly 50% **attend college less than 95% of the time**. This is a significant amount. Despite this, a small number of students showed 'Unsatisfactory' progress at the end of Y9, whilst a larger than expected number showed good or exceptional progress. Despite students being absent for up to and including 5% of the curriculum time, the time spent in college has been valuable enough to encourage good/better progress in History – whether because of excellent teaching and learning, effective personalised interventions or other support.

¹² Please see Appendix 3

- 1 out of the **FSM** Target Group showed 'Unsatisfactory' progress at the end of the year, whilst half of this target group made good or better progress. A large number made progress, which shows that, despite familial/economic circumstance, Torpoint Community College are able to provide an environment in History which encourages progress, sometimes exceptional, to be made.
- A small percentage of the year group were deemed **gifted/talented** in History with nearly half of those identified students making good/exceptional progress, indicating success in challenging Year9 History's most able.
- **EAL** target group data for the Year9 cohort was very encouraging. Of the 3 students in this target group, none made unsatisfactory progress. One of the three students made exceptional progress.
- A small number of the College's Y9 cohort travel to Torpoint from Plymouth and are monitored as the **Plymouth Cohort**. These students also form part of the PP DEP target group, as the PL2 postcode falls in to an 'area of social deprivation', as does much of the town of Torpoint. These students have to make a long journey in to college each day. A large number, in spite of this, make progress, and a larger than expected number make good or better progress. The social demographic does not seem to affect a large number of these students' progress, although this may not always be the case. 3 of the 11 students in this target group made 'Unsatisfactory' progress, which dictates an area for development for us in the History department, and has implications across the College.
- **PP**: Of the 6 students in the Year 9 **Last Ever 6** group, 4 made progress, whilst 2 making good or better progress. The data for **PP DEP** similarly shows encouraging trends; of the 11 learners in this group, more than half made good or better progress. Those students who are deemed to live in an 'area of social deprivation' are clearly being given opportunities to make good and sometimes exceptional progress. Of the 9 **PP Ser** student group, no student showed 'Unsatisfactory' progress at the end of the year. All targeted students made progress and 3/9 students made good or exceptional progress.
- The data for the **SEND RoN** 2016 2017 focus group was very encouraging. Those students who would not ordinarily make progress due to low levels of literacy, communication or emotional/behavioural difficulties were making progress in large numbers. A quarter of this group go on to make good or better progress indicating the success of Torpoint Community College staff in supporting and challenging those students who have additional needs to make progress. 1/9 **SEND ILP** students made unsatisfactory progress. This was due to said student being unable to interact with the College timetable on a full-time basis. When in College, the students restricted timetable, necessarily impacted on a much-reduced curriculum provision in the Student Support Centre. The other 8 students in this group made progress, with 2 making good or better progress. This contextual narrative is essential to understanding the Year9 cohort data – and the types of students that the Holocaust scheme of work/scheme of learning sought to engage, inform and inspire. It shows Torpoint Community College are

supporting those students with complex and specific needs to make progress, and that the attainment and progression of disadvantaged students is improving as Ofsted 2017 acknowledged.

- The range of work scrutiny undertaken in the review process clearly demonstrated progress made by a range of learners and targeted/vulnerable groups. To study the impact of the 'Unpacking the Holocaust' scheme of work/scheme of learning across the whole year group, Mrs Lane also compared the progress made in the Autumn-Spring and Spring-Summer periods within History.
- The 'attainment gap' addressed in some pieces (rather than folders or booklets) confirmed that students were engaging and achieving. The data collated clearly shows that there has been a positive impact on student progress, when comparing Autumn-Spring and Spring-Summer. It is the Spring-Summer Term in which the Holocaust was taught in History to 2016-17 Year 9.
- History Department data shows that, after the 'Unpacking the Holocaust' scheme of work/scheme of learning, 7% less students made unsatisfactory progress. Whilst there are still a number of students making unsatisfactory progress, this number is small and represents 10 of the 104 students in the 2016 2017 Year9 cohort. For half of these students, there is unavailable data. This is due to two factors; students starting the college at the end of the Summer Term, to move in to Torpoint for the start of their GCSE courses; the student being absent for a large number of lessons, making progress difficult to gauge. For the 5 students remaining on 'Unsatisfactory' progress, there has still been some progress made. This is reflected in the 7% increase in students deemed to be making progress.
- The data also shows an 8% increase in the number of students making good progress. Those students who previously were making some progress have, following the Unpacking the Holocaust scheme of work/scheme of learning, made good progress.
- The largest increase in the data is shown in the students making exceptional progress. There is an 11% increase in the number of students making exceptional progress, following this scheme, which is extremely positive and can be built upon in future years.
- Such outcomes 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.
- Given the success and impact of the scheme of work/scheme of learning, on a range of targeted groups and vulnerable students – both in terms of attainment and progress, but also in terms of engaging the hard to reach, providing challenge and supporting those with specialist needs – it seems that best practice research informed quality teaching and learning about the Holocaust should be widely shared across the College by way of supporting generic school improvement.

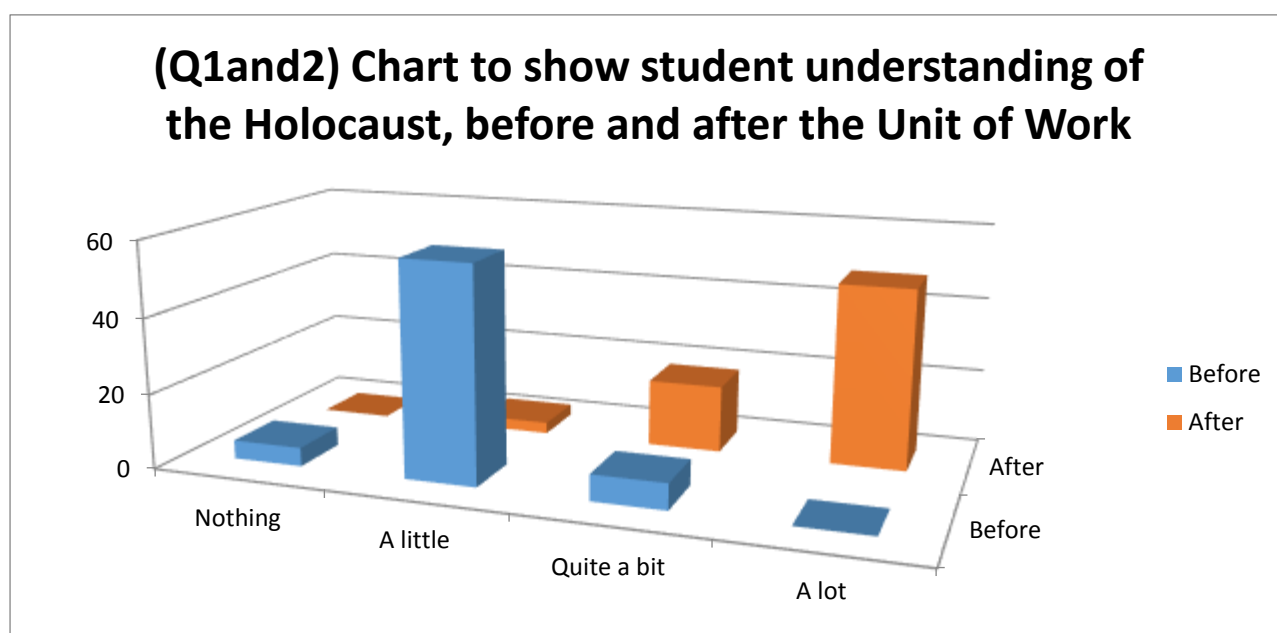
b) Achievement and outcomes

- Beyond the departmental and College assessment, monitoring and tracking data, internal survey results produced by the College's Mrs Lane evidences Holocaust Education progression and outcomes regards Year 9 Torpoint Community College students. She explained *'At the end of the project, just prior to starting the Creative Responses lessons, I asked Year9 History students to participate in a survey to ascertain;*
 - *How much knowledge and understanding students had about the Holocaust before the unit of work*
 - *How much knowledge and understanding students had about the 'end' of the unit of work*
 - *How much progress students thought they had made over the unit of work*
 - *An evaluation of student current knowledge and understanding in the different areas studied*
 - *Three things which students found particularly interesting/teaching styles which allowed them to make 'outstanding progress'*
 - *Students 'lasting image' of the unit of work*

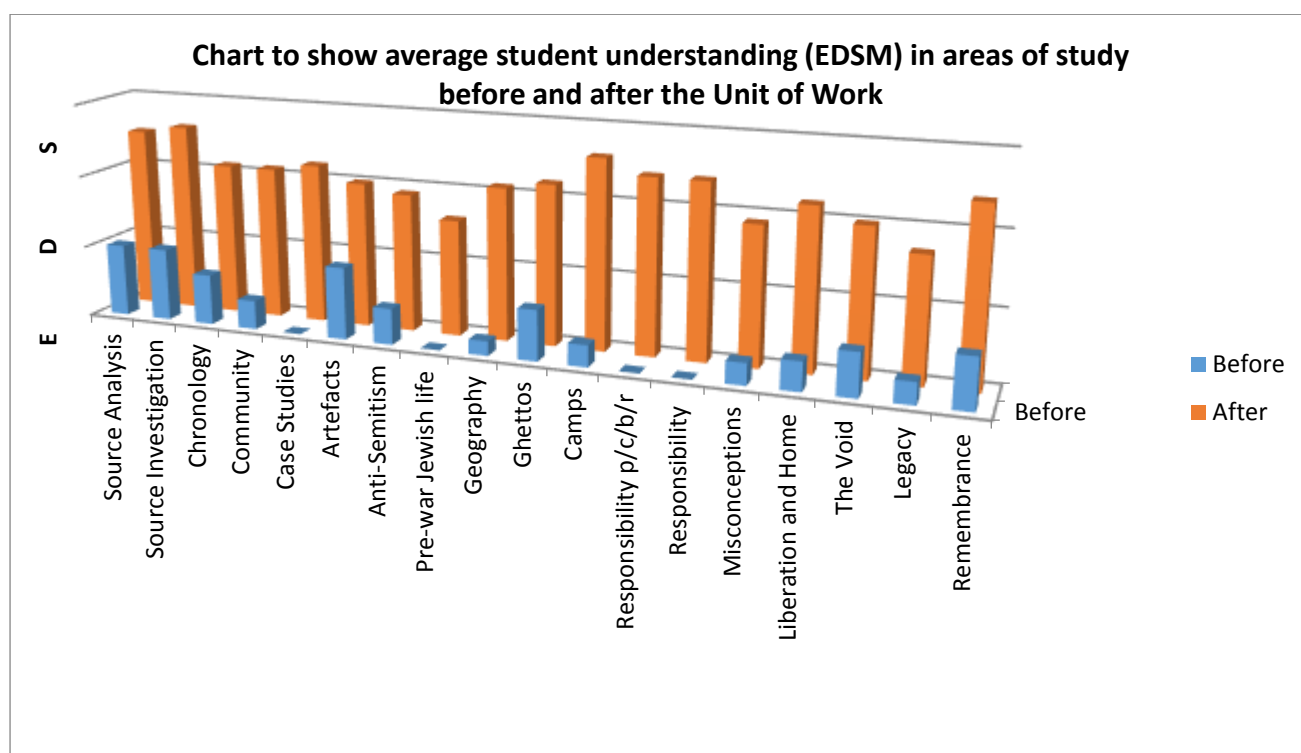
A total of 69 Year9 students agreed to take part in the survey.'

- Findings from Mrs Lane's survey data is indicative of impressive substantive knowledge gain, pre- and post. Mrs Lane recognises this self-assessment approach is not research/evidentially sound, given the weaknesses of students over or under-estimating their ability/understanding, but taken in conjunction with the teacher assessment for learning data recorded in students Holocaust work books, a strong picture emerges of pupil progress and the effectiveness of the approach taken.
- Student responses to Mrs Lane's survey Question 1 read 'Before we started this unit of work, how much knowledge and understanding would you say you had about the Holocaust? They showed that 7% of students felt they knew 'nothing' about the Holocaust, 82% knew 'a little' and 10% of students felt they knew 'quite a bit'. No students felt they knew 'a lot'. This shows that most students felt they knew 'a little' about the Holocaust before the Holocaust – this is reflective of the UCL Centre for Holocaust Education's student research, where students came to their studies 'knowing' something of the Holocaust, indeed with some having studied it in some way at primary school.
- Student responses to Question 2 'Now we are nearly at the end of this unit of work, how much knowledge and understanding would you say you had about the Holocaust?' showed that 4% of students felt they knew 'a little' about the Holocaust. 'On further scrutiny...' Mrs Lane commented that '...three students in Year9 had joined us recently, the most recent being two weeks prior to the survey and the first two students joining the college just four weeks ago. These students represent the 4% knowing 'a little', and knew 'nothing' before they came to the college, having been educated elsewhere/returning to college after a period of absence from education.' Such contextual information provides a richness to the data; this interrogation of the data combined with knowledge of the students built on sound and respectful relationships speaks volumes of any

educational setting. Throughout this review process, we found the strong relationships of staff and students paralleled learners progress and attainment. Returning to the data from Question 2, 26% of students felt they knew 'quite a bit' about the Holocaust at the end of the unit of work and 69% felt they 'knew a lot'. No students felt they knew 'nothing'. The upward trend in knowledge and understanding (shown in the below) combined with teacher data paints a positive picture; a demonstrable impact of quality teaching and learning.



- Torpoint Community College Year9 student responses to question 3, 'How much progress would you say you have made over the unit of work?' showed that 7% of students felt they had made 'a little progress', 31% felt they had made 'quite a bit' of progress and 60% of students felt they had made 'a lot' of progress. No students felt they had made no progress over the unit of work.
- In Question 4, students were asked by Mrs Lane's survey to assess their own understanding of the different areas studied within the unit of work, both before and after study. In History, students are marked E (Emerging – beginning to), D (Developing – can), S (Secure – can confidently) and M (Mastery – can consistently). The chart below clearly shows an upward trend in student self-reported understanding. What is interesting to note is that students felt that they did not know anything about; using Case Studies; pre-war Jewish life; responsibility (and the terms 'perpetrator', 'collaborator', bystander', 'resister') or responsibility (in terms of 'who was responsible) at the start of this scheme of work/learning. The below chart shows the average student self-assessment (EDSM); the data shows a positive outcome across all areas, most notably in the following areas; understanding 'community'; 'chronology'; 'case studies'; 'pre-war Jewish life'; 'geography'; 'camps'; 'responsibility' and 'legacy'.



- Question 5 of the survey allowed Torpoint Community College Year9 students to write a response to the question 'Identify three areas have you found interesting/teaching styles or activities which have allowed you to make outstanding progress'. Mrs Lane '*...sifted through the responses given and selected responses using key words. I deselected 'of/about/the' or similar words. Repetitions of words were also noted.*' The following word cloud shows words which students used in their responses.



- Question 6 asked Year9 students to ‘Draw or describe your lasting image’ of the Holocaust unit of work. Again, Mrs Lane ‘...sifted through the responses given and selected responses using key words. I deselected ‘of/about/the’ or similar words. Repetitions of words were also noted. I also selected words which described what the students had drawn (approximately 30% of the responses were drawn). The following word cloud shows words/describes drawings.’



- Reflecting on these findings and trends, Mrs Lane noted: ‘Questions 5 and 6 of the survey revealed a wide range of student response. Most heartening was the variety of responses that students had, none of which were drawings of the more ‘typical’ symbolism of the Holocaust; blue and white striped pyjamas were completely absent.’
- Beyond the cognitive and data driven claims that can be made regards attainment and student progression, it is clear Torpoint Community College are committed to recognising the affective and creative outcomes for learners – including in relation to the Holocaust. The College is sophisticated in its reflective appreciation and acknowledgment of the holistic and SMSC dimensions of their provision and curriculum offer. A good example of this can be found in reception. On arrival to Torpoint visitors encounter a glass display case, see appendix 5:s. Mrs Lane explained:
 - ‘The display in reception was linked to HMD2018 and also to celebrate a very minute section of the work from our Beacon School 2016-17 Y9 students. I was trying to select work which in some ways went beyond words and reflected ‘students searching for their own meaning’ of an event which is often inexplicable. I felt that this display was an important part of what we do as a college and sits alongside the work that we also did for the ‘Power of Words’, which was based in and around literature and promoted a literary response. I suppose what I am trying to say is we are supporting students to respond to learning about the Holocaust in a variety of ways and that this creative response is as important as a written one.’

Mrs Lane continued:

- *'The context of the actual boot is simpler, as for this student, Ellie, her explanation is as follows. For her, learning about the Holocaust 'started with a shoe'. She is of course making reference to the Ordinary Objects lesson and quite literally applying her experiences of learning about the Holocaust to the shoe, by adding memorable visual symbols and importantly for her, documents about people she had researched from the Yad Vashem archive.'*
- This review found numerous examples of 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; an illustration of this can be found in the homework task associated with the what was the geography of the Holocaust lesson. Mrs Lane's evaluative diary records that:
 - *'The standard of research and homework for this topic was really good. I decided to focus on 'what does the word ghetto mean to you?' to try to get students to start developing their own thoughts about a particular term. The response to this homework was extremely diverse, which was different to homework that we normally ask for – we would normally ask for something and receive something that looked the same across the board – this time I wanted to give students the opportunity to respond in a way that they felt was appropriate. Some wrote, some drew, some painted, some created spidergrams, some collaged – it was great to receive so many different responses to the same question'.*
- This was thinking outside of the traditional History or HW/assessment box, but by embracing this opportunity, Mrs Lane 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.

c) Feedback and marking

- This review can confirm that College teachers have an excellent understanding of student's individual needs, progress and are offer feedback that develops both knowledge and understanding. This was evidenced by range of student voice contributions regards their feedback. Students do know how to progress and are keen to improve, thus willing to act on advice. The scheme of work/scheme of learning programmes in time for students to reflect on and respond to formative assessment, and teachers are well able to adapt in lessons when appropriate to spend additional time. Teachers have excellent relationships with students and know their students well – data is interpreted and lessons planned effectively so as every child makes good progress, in large part thanks to effective feedback, a desire on the student's part to improve and genuine time protected within lessons for meaningful student reflection.

- The review found good quality feedback and marking in the History (Holocaust Scheme of work/scheme of learning) work scrutiny – across all abilities and contexts - and that verbal feedback and questioning was rich and powerfully used in the lesson observed.

d) Outcomes as revealed by student voice:

- It was notable throughout the review the extent to which the college's approach to Holocaust education, using UCL principles and materials, foregrounds personal stories. It is admirable that Torpoint Community College facilitates survivor testimony by webinar. Whilst the survivor testimony encounter is emotive and experiential, College students felt compelled by the individual stories they encountered in lessons, including the many found within the case studies and UCL materials such as in the Timeline, 'Being Human?' and in 'A space called Treblinka.'
- The opportunity for direct personal testimony by Holocaust survivors is time limited. This fact is not lost on College staff and consideration is underway for what Holocaust educational experiences and lessons might look like without such hugely personal, enriching and impactful educational experiences. Interestingly, students too recognise the direct and personal experience they enjoyed recently with Janine Webber will not be one their children or grandchildren will have. But they have ideas about what can be done now considering the inevitable passing of the survivor generation.
- Discussion within the student voice panel was wide ranging, but it included talk of the impact and importance of survivor testimony and personal stories. Year10 students talked of the '*incredible opportunity*' of being able to participate in the online webinar with Janine Webber. Student's spoke of the power and intimate connection made with the past with this woman '*...I felt a connection with her, even though she wasn't here*', '*...it was so quiet as we listened hard*'. Several interjected or confirmed other's memories of that experiences with references to that encounter 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.
- Personal stories were a feature of the Holocaust scheme of work developed at Torpoint Community College that the students found particularly compelling, especially the thread of Leon Greenman and family - an Englishman deported from the Netherlands to Auschwitz-Birkenau with his wife and two-year-old son, a thread woven throughout the Centre's teaching and learning materials and is embedded in the Scheme of work/scheme of learning. Along with other powerful and moving case studies that the students named, principally Leon and Barney Greenman, Irene Sendler, Janusz Korczak and Janine Webber, students felt this helped to make the enormity of the Holocaust both accessible and relevant. One student commented '*We follow these individuals lives and that's a bit daunting and cool...it's an honour really as we are keeping their memory alive*'.
- When asked why study of the Holocaust was important or relevant today, Torpoint Community College students voice provides telling evidence – not least in the progress and development of their thinking over time. Moreover, in the student voice panel college learners repeatedly stated Holocaust education's importance, affirmed its relevance and a desire to learn more about it:

- *'I think the main message is so that it doesn't happen again, but we know that it has and is still happening, so we have to get even better at Holocaust education... actually that's interesting, does that mean Holocaust education has failed?... Nah, I think I means we just have to better at it and making the connections that it's not just history... I think that way people will see its relevance more.'*
- *'It's a pivotal moment in world history, certainly European history'*
- *'Why wouldn't it be relevant? Six million people died in the most awful of ways... I think that's worthy of remembering and trying to think about why that happened and what could have been different'*
- *'It kind of shows us just why rights are important and what happens when they are taken away and society is divided between them and us'*
- *'It's important it's not forgotten cos someone said if you do you repeat history and I don't want another Holocaust.'*
- 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 Torpoint Community College, 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. In talking to Mrs Lane and her colleagues across a range of departments, the following points were raised in this context:
 - *'...behaviour is pretty very good here generally..., but I've seen less low-level disruption teaching about the Holocaust because students are so engaged and immersed in it... they recognise or sense the sensitivity and importance of it and I think for many of our learners they have felt invested in it, in Leon, in the stories...'*
 - *'...I would say the Holocaust programmes success lies in the way it's been presented to students... It's not just about the topic, but also the skills and resilience it demands...they've been challenged emotionally and intellectually and responded better than I could have imagined. I can't think of a single student who hasn't benefited by this experience and opportunity...and I think that will prove priceless going forward.'*
 - *'...we have ample anecdotal evidence in terms of increased effort over data...you can't quantify the changes I see I in students and the types of discussions I have about the Holocaust and related issues with individuals or groups but I doesn't mean they aren't there or having valid impact.'*

- It could be that Torpoint Community College looks to work more innovatively and effectively at how it might capture or assess soft skills rather than strive for the substantive (though that undoubtedly is evident) or historical skills. Holocaust education, the college's Rights Respecting Schools work 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 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; in History assessment could focus on the substantive knowledge and historical skills, whilst the RE could seek to explore the holistic, philosophical, moral and self-reflection realm and point to attitudinal shifts. This may free up some of the precious history curriculum time. 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.
- Torpoint Community College facilitates and ensures Holocaust education is a right for all learners, irrespective of need or ability, is commendable and something other schools, senior leaders and teaching colleagues should learn from across the country. It demonstrates just what is possible when professionals work together in a spirit of openness, collaboration of specialism and vision. Repeatedly this review found examples and evidence to corroborate the view that the educational ethos and vision for the school is indeed lived, where the sense of belonging and community feeds an atmosphere of learning that ensures students can flourish, progress, achieve and prosper; both in terms of academic and personal development.
- From work scrutiny, lesson observation, and student voice focus groups, this review found student outcomes are of a high standard. This is borne of intelligent curriculum planning, a reflective and reflexive approach to thinking about assessment, and a robust but sensitive understanding of student progression. This review however urges further ongoing consideration of the assessment framework to ensure this work progresses and enables students to truly demonstrate their quality and high-level insights in a rich, creative, informed and skilful way.
- As noted previously, the cultural capital of the Holocaust is influencing our young people's knowledge and understanding of the Holocaust – and impeding progression in many ways – thus successful collaboration with primaries, network schools and Torpoint Community College's own English Department is potentially especially key. Students were typically very positive about *The Boy in the Striped Pyjamas*, describing it as 'emotional', 'provides a child's perspective', 'made me relate to what it would have been like' and 'it made me want to know more'. Whilst the fable has its merits in a literature or narrative form, there are concerns regards its portrayal of historical fact and thereby the importance of timing and coordination to ensure historical study can take place alongside – might this be an opportunity to draw upon skills based and extended writing

opportunities? Could students identify the myths and misconceptions in this creative writing piece? Similarly, what values has such creative writing responses to the Holocaust? What devices does Boyne deploy? Could this have enrichment value or cross curricular and collaborative merit? Engaging English, MFL, Drama, Art social science and other humanities subjects with specialist CPD from the UCL Centre for Holocaust Education could engender a powerful and compelling opportunity for an enriched Holocaust education experience at the College and lighten the History burden as perhaps currently exists.

- This review thereby suggests the need for an audit of existing provision across both academic departments and within the pastoral, SMSC, Citizenship, PSHE agenda to establish where coordination could be possible to reduce myths and misconceptions being reinforced and hindering historical study later on, and to foster a spirit of opportunity for celebrating subject specialisms whether in a reconfiguring of the curriculum so it is coordinated or in specific collapsed timetable days or enrichment opportunities.
- Should this be considered then it is potentially a powerful vehicle for sharing of best practice, school improvement and innovation. This would help tackle or reduce a potential weakness whereby UCL pedagogical principles are embedded in History and a few other curriculum contexts or by key individuals, but not shared, understood or applied more widely.
- The reviewer is happy to support Mrs Lane, Mr Golding and Dr Plumb and colleagues on this journey towards a multi-disciplinary enriched and nuanced Holocaust education provision should the College wish to explore it further. The UCL Centre for Holocaust Education can supplement this with FREE CPD support which we know delivers significantly in terms of student achievement and outcomes and thereby whole school improvement.
- The developing nature of Holocaust assessment procedures could be hugely innovative and exciting in the future. The review wonders whether working in collaboration with the UCL Centre on this may be useful; for example, the research team could specifically look at the existing assessment framework and offer insight to confirm that what you do achieves all that you want it to, or offer insights that may help shape a more effective assessment framework. Either way, this research informed, evidence based approach could enrich the school and Centres' ongoing partnership – both in terms of the specifics of the Holocaust assessment and regards whole school improvement regards assessment and feedback. The spirit of critical friend, both celebration and developmental focus of the review process means that we can be confident that Torpoint Community College's annual internal review of assessment will enable and inform ongoing self-reflection of the discussion points raised. This will undoubtedly help ensure that the assessment will truly be useful for both the student and the teacher.
- 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.

- The Centre's Tom Haward comments that – and this review can but concur wholeheartedly – *'The amount and quality of student work in Holocaust education that @TCC_BeaconHolo has captured and Tweeted has also been outstanding.'* There is a clear pride in the student outcomes and pupil engagement that has stemmed from the Beacon School stimulus and opportunity.

Potential areas for future development:

- There is clear openness and initial innovative thinking regards linking the History scheme of work/scheme of learning to other subjects across Torpoint Community College and a desire to pursue collaborative opportunities in the short, medium and longer term. 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 College's Holocaust provision moves forward.
- Students' confident use of vocabulary was impressive and marks genuine progress in historical and RE literacy – but it may be worth consideration to what extent we use perpetrator narratives in our teaching, learning and assessment. Perhaps this is itself a worthy learning conversation to have with students – what words, terms and euphemisms do we use? Similarly, this may relate to decisions and discussions regards imagery/ what sources or provenance they have, and why such questions matter?
- It may be that looking to the future a short interactive, multiple choice survey or questionnaire could be used with students to baseline pre-and post-knowledge or attitudes – this would be a recommendation for consideration in the future, perhaps a trial or pilot? 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 History Department wish to.

*See also Mr Golding's SWOT analysis.

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

- In the best schools the mission and ethos of the school is deeply embedded in the curriculum. Such schools do not have a narrow view of curriculum as merely the teaching of a syllabus or academic programme but moreover that it is inclusive of all aspects of a child's learning experience and development as a human person. This review finds this to be true of Torpoint Community College.
- The review considers SMSC provision at Torpoint Community College to be outstanding, providing a rich programme of opportunities and experiences, often 'life-changing' encounters or learning episodes, that enrich students' knowledge, understanding of the world, their sense of self, community and place in the world. The Holocaust education, genocide, human rights and values work that underpins the schools mission, is contributing significantly to the SMSC agenda. This provision is excellent, a real strength of school, something for Torpoint Community College to champion, celebrate and further develop in pursuit of ensuring educational excellence, personal development and active global citizenship – one wonders if this could be more effectively mapped and recognised by students and staff alike?
- Staff repeatedly, and independently of each other, spoke during the review day to the civic and moral dimension of Holocaust education, acknowledging that whilst it is not its stated aim or objective, that study of the Holocaust does seem to heighten students' sense of justice. They also spoke of the Holocaust work being central to students understanding of the complexity of human nature. Colleagues pointed to the case studies in 'Being Human?' as being hugely powerful, and this was also alluded to by some in the student voice panel – whereby students spoke of key individuals and the dilemmas and responsibilities they faced.
- Teachers spoke of the thoughtful and often insightful discussions that were had concerning such moral and philosophical discussions but also the active listening that was evident during such exchanges and the capacity for students to respectfully consider interpretation and shift their perspectives over time. This speaks to that value and impact of relationships, soft skills and creating conditions in which a thirst for knowledge and love of learning can flourish.
- As noted previously, the History scheme of work/learning is seen in the College'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:
 - Links with SMSC; developing an understanding of ethical dimensions; explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect; appreciate cultural differences
 - Links to PREVENT strategy
 - Links to Rights Respecting Schools status; Articles 6, 8, 12, 13, 14, 15, 17, 23, 27, 30, 37, 39

- UCL Mentor Tom Haward, commented that: *'Of note was the way she [Mrs Lane] took the site visit to Jadow and adapted elements of it as a lesson to explore in the classroom the cultural and spatial makeup of life in a pre-war shtetl'*, by using ICT and innovation to bring her Poland experiences to her classroom, in learner led and genuinely historical materials, the Holocaust scheme of work/scheme of learning contributes to the SMSC of learners – in this case, the cultural especially.
- The Ofsted (2012) report stated that Torpoint Community College's *'arrangements for safeguarding are exemplary and meet all statutory requirements'*. This review found this to be the case with duty of care and reception safeguarding procedures for visitors, but also in terms of what the student voice panel revealed, namely that:
 - *instances of bullying are rare*
 - *Students (Year 9 and 10) enjoy coming to school and feel safe*
 - *Students were 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.*
- Neither staff nor students reported the existence of antisemitism within the College, or of any recent antisemitic incidents, though the latter could point to examples in the wider world and in the media. Both the Headteacher and staff who were interviewed, independently during the review visit, reported that antisemitism was *'not an issue'*. There was also no record of parental concerns or complaints regarding the teaching of the Holocaust or related topics at the College.
- When asked about the extent to which Holocaust education contributes to the SMSC, FBV and Prevent agendas of the College, 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 Colleges' 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?
- Young people today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust. Therefore, we need to equip students with substantive, conceptual and disciplinary knowledge about the Holocaust, as well as the capacity for critical thinking to weigh truth claims made about this complex and traumatic past. Thus, as part of wellbeing, behaviour and ensuring safety, Torpoint Community College recognise the necessity to encourage and develop critical and independent thinking to prevent radicalisation, denial, and endangerment in all senses; and the need to promote positive values, provide counter narratives and reinforce both rights and

responsibilities to self and others. Holocaust education can play a valuable role in this vital work and offer valuable learning opportunities to develop these life skills. Beacon School related work has made a considerable contribution to these enriching and vital opportunities in which the Torpoint Community College learners engage.

- Given the vulnerable nature of some learners in an ‘alternative facts/fake news’ era, attempts to increase students’ ability to interrogate sources (not accept at face value), identify bias, think for themselves, develop criticality are of vital importance. It is key to safeguarding, as well as to students’ ability to engage in the world of work; not be at risk (in any sense); and to become active, responsible global citizens free from harm or exploitation. This also helps with the Prevent duty, the FBV agenda and feeds into aspects of PSHE, SMSC and wider holistic and personal development or social skills areas of the curriculum. Torpoint Community College’s pastoral team and use of diagnostic soft data is revealing in this regard and used well by staff in terms of classroom planning; case studies, questioning and making sure relevance and skills are understood. Holocaust education has a part to play in such efforts.
- Emotional intelligence and literacy is recognised as important by senior and middle leaders at the college – and students too. There was a feeling during this review that Torpoint Community College understands that learning about events such as the Holocaust can be profoundly disturbing, but developmentally important. One student’s response to learning about the Greenman family in ‘Authentic Encounters’ and other UCL materials illustrating this; revealing during the student voice panel that she had a much younger sibling and had felt moved by the story of Leon’s two and half year-old son, Barney. The connection, relationship or empathy evoked was tangible and a powerful holistic learning experience. The Beacon School programme is credited by college 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.
- The review concurs with the 2012 judgement that behaviour and safety of pupils was good. Ofsted found student behaviour to be good and improving; whilst this review found behaviour to be good, with students showing high levels of respect for each other. Torpoint Community College students conduct themselves well in the company of visitors. The review found no instances of poor behaviour in lessons observed – we recognise the review had limited access to classes – but feel it worthy of note that all students, encountered in or out of lessons conducted themselves appropriately and in several cases as wonderful College ambassadors.
- As the lesson observation and learning walk notes we encountered Torpoint students who were ready to learn promptly when they arrived to class. Who were engaged, respectful, listening carefully to each other in lessons and most are keen to volunteer answers to questions. This speaks to the creation of a safe environment and a culture of learning. (see Appendix 1)
- Character education, holistic education or the SMSC dimension and school ethos were not recognised as a strength in SWOT analysis produced by Mr Golding. 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 Torpoint Community College's aims and values. It is evident that Holocaust education's contribution to that endeavour is both recognised and respected. To this end the review would also recommend the ongoing development and embedding of the College's UNICEF Rights Respecting School status, and of considering the Values Based Schools model.

- 'The College's aims align with Holocaust education very well' asserted Mr Golding. This review would agree wholeheartedly. Mr Golding went on to explain:

'We are a community college serving a range of students from diverse backgrounds. We are also a Services college as we are within minutes of HMS Raleigh. Holocaust education provides a common experience for our students which helps them to make sense of their own experiences and the world in which they live. The College's motto is Inspiring Optimistic Learners - and the Holocaust is ultimately a story of optimism: despite the worst experiences, the good in people can still survive.'

This speaks to the values and ethos of the school as a lived experience for students and staff at the College; it underpins resilience, ambition and a care for the values and the holistic, the College's UNICEF and Amnesty International links.

- 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 Torpoint Community College experience. This review recommends more use could be made of your students to speak to wider public, engage other schools and to champion Holocaust education is value and purpose. They were a credit to themselves, their families and to Torpoint's community in their thoughtful, reflective and compelling contributions.
- Learners at Torpoint Community College 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 College 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 Torpoint 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 College community.
- Dr Plumb and his staff, including Mrs Lane, clearly recognise educational achievement and outcomes for learners are both cognitive and affective; indeed, the latter is especially important given a wide range of learners' needs, experience and local context. Both consider the holistic contribution of Holocaust education to their learners' experience at Torpoint Community College to be particularly significant and a valuable driver of SMSC, a contributor to promoting fundamental British values, personal development and active citizenship. Mr Golding spoke of Holocaust education having been written into the tutor programme, the Rights Respecting Schools programme and the PSHE programme. He proudly revealed that *'For the last two years our students*

have won a county competition to write stories and/or poems addressing Hate Crime - this competition has been organised in all Cornish schools by Devon and Cornwall Police.' 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 Torpoint students in this context.

- This review finds SMSC provision at Torpoint Community College to be outstanding and it is clear from this process that Beacon School status has further promoted deep, holistic reflection and learning opportunities, beyond substantive knowledge. College 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 Stratton's development of reflective, thoughtful, mature, responsible and considerate students/adults *'able to leave as good citizens equipped for life'*. One teacher commented that that being a Beacon School had *'highlighted SMSC and shown colleagues we are all responsible for educating the whole child'*. Such an outlook is led from the top, from Headteacher to middle leaders like Mrs Lane and says much about the school's ethos being lived and breathed and not just in word, motto or strapline.

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 Torpoint Community College. Within the review process senior leaders spoke of their continued desire to seek further opportunities to promote students SMSC development; specifically, of promoting British Values, the importance of Character Education, Human Rights Education and Holocaust Education and its Beacon School status. To what extent might the UCL Britain and the Holocaust lesson, and Holocaust education prove a useful contributor to exploring further issues of fundamental British Values and could rights education further complement and enhance your provision and offer?
- Continue to build on the Colleges' Rights Respecting Schools work with UNICEF and make links to the Holocaust and genocide work being developed, especially in terms of prevention and Genocide Watch.
- Consider the development of a College Holocaust memorial or garden – this is in response to the students engaging in designing and reflecting on memorial spaces. This could be a value and ethos driven focal point, perhaps for Holocaust Memorial Day events in years to come and serve an SMSC and community function.

- Consider a review of current strategic provision of SMSC and fundamental British Values across Torpoint Community. 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 College can contribute a great deal to such an audit – but the College’s Rights respecting Schools work, citizenship, 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, so as 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.

*See also Mr Golding’s SWOT analysis.

5. Leadership and management

- Ofsted (2017) *'Governors, leaders, teachers and other staff are committed to the school and are ambitious for its future.'*
- This review confirms the Ofsted view that *'The leadership team has maintained the good quality of education in the school since the last inspection. You have made significant changes to ensure the continued success of the school, while maintaining the full support of staff, pupils and parents'.* Beacon School status has been part of that ongoing development journey, and has since 2016 been in the College's improvement 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 2022)
- Mentor Tom Haward, prior to the review commented thus:

'The Headteacher was very enthusiastic and supportive of [Mrs Lane] and of Torpoint being a Beacon School... When I visited the college and met with [Mrs Andrea Hazeldine], she was a very strong advocate for Holocaust education. [Mrs Lane's] SLT link is also a History teacher, has attended the CPD day, and taken a number of elements of the Scheme of work/scheme of learning on board in a really positive way.'

We can therefore confirm that Dr Plumb has used his Acting Headteacher role to continue to lend leadership support and commitment to Mrs Lane and champion the colleges' Beacon School work. This review found Dr Plumb to be well informed, insightful and engaged in the process and clearly proud of his staff and students for engaging in this opportunity in the way they have. It is this reviews contention that both Mrs Andrea Hazeldine and Dr Plumb have played their part in the Beacon School process – and they should be rightly proud of all that Mrs Lane and the college have achieved to date in this area of emerging specialism.

- Dr Plumb and his senior staff provide strong and supportive leadership, critical to Beacon School success – they are very positive, supportive, and convinced of the importance of Beacon School status; committed to high quality Holocaust education provision; and have given it the developmental and curriculum time necessary, including staff access to UCL Centre for Holocaust Education CPD. Throughout the review process, various College staff outlined the impact of UCL Holocaust Beacon School status at Torpoint Community College in terms of his educational vision and the schools mission and ethos. Some of the summary below are indicative of the leadership and management's support for and embracing of Holocaust education and Beacon School status:
 - Education as a *'passport for students'*.
 - Aim to ensure students leaving Torpoint Community College are ready for adult living, especially in an *'uncertain world'* and ready to take on the workplace

- Committed to educating the whole person, need to feed the mind, body and heart and this is reinforced by the trustees and governors who support holistic education.
 - Centrality of relationships; underpins academic excellence and outstanding outcomes for all.
 - Developing confidence in '*what it is we believe in*' as a College and staff body – Holocaust education has contributed to that values narrative
- During the College Leadership Team meeting, Dr Plumb stated his pride and desire to '*...celebrate and share the work of the History department ... (namely Mrs Lane)...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.*'
 - It is rare to see such outstanding leadership articulate the potential and need for Holocaust education so powerfully. The trust between college leadership team and middle leaders is obvious; communication and support outstanding. Whilst Mrs Lane has worked tirelessly since 2016 and made the changes and developed this work across the college, she is first to acknowledge this has been achieved on the back of college leadership support, most notably, Mr Golding and Dr Plumb: 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. Mrs Lane has successfully enthused the whole staff – communicating effectively to take all on the 'Beacon School journey' to embed Holocaust education as something meaningful and impactful across the school.
 - It is noteworthy that Mr Golding, is the named college leadership team link for the college's involvement in the Beacon School programme. He explained that his involvement was largely due to his being a History teacher and in direct teaching about the Holocaust with students, but that '*As CLT link I meet weekly with Charlotte [Mrs Lane] and Holocaust education is always part of the discussion*'. This indicates clear and developmental provision for the programme and has ensured the lead teacher is supported, but provided an invaluable opportunity for curriculum specific innovation and development, given his History specialism.
 - The role of the Beacon School Lead Teacher has been formally recognised with the College's appraisal system. Mr Golding stated this has been the case for the past two years, in terms of application for and development of the Beacon School status being one of Mrs Lane's performance appraisal objectives. He confirmed that the Beacon School target was '*...successfully achieved last year and [she/Mrs Lane] is on track this year.*'
 - Senior leaders like Mr Golding and Dr Plumb '*set the tone*' and together '*make the weather*' for their schools, so with such strong and visible leadership in place, the UCL Beacon School programme enjoys considerable recognition and support. It is hoped, this will be further enhanced and appreciated considering this review process – shining a light on Torpoint Community College's

hugely impressive achievements in Holocaust education. The developing specialism in this area is rather special; from the range of excellence evident in this review, there is much for the College to learn from sharing best practice and innovation – helping to drive school improvement - but also for network or partner schools in Cornwall and beyond. This is in-keeping with Mr Golding's reflections on opportunities for the future: *'I would hope that the success of the Beacon School status helps the History Department, in particular, to work more with other schools in Cornwall. Geographically we are a little isolated and it would be great if this created more opportunities for us to meet with other teachers. I would also love to see our students taking a greater lead in Holocaust education and perhaps linking with students in other colleges'*.

- Whilst it is evident Mr Golding values Holocaust education from a discrete disciplinary perspective, Dr Plumb also recognises and appreciates its wider contribution, whether in terms of SMSC and other whole school priorities, or in terms of school improvement. He spoke of the Holocaust's emotive resonance and embedded historical connection, but pointed to issues of pride and Britishness in studying the Holocaust, something within it which speaks to his school communities' identity, values and sense of self.
- Torpoint Community College 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. Mrs Lane's blog, featured on the UCL Centre for Holocaust Education, commented further on the collaboration of college and Centre, but also the ambition of the College leadership team and middle leaders:

'In the near future, as well as teaching the causes and effects of genocide and the Holocaust across three subjects areas, we are very much looking forward to the majority of staff delivering lessons across the whole college, as part of our Rights Respecting Schools status. This would not have occurred, had we not engaged in the UCL Beacon Schools programme. To say it has changed our practice would perhaps be an understatement!

We are very excited about the next few months and are anticipating fantastic outcomes for our students, as the programmes of study develop across the college and we continue our partnership with UCL Centre for Holocaust Education.'

- The College's senior and middle leaders are rightly proud of the work and progress undertaken to date regards its Beacon School status. They speak with conviction and authority of the students having seen a *'step up'* in such works profile and significance, and students are aware of the Beacon School status and the seriousness with which this programme is being taken. The fact is it valued by all was confirmed in the several opportunities to converse with students and staff across the school, during the review visit. Students know their school is a Beacon School for Holocaust education and can articulate its importance in ways that reflected both sound historical, substantive knowledge but also the character and civic values of the school. Several students spoke about questioning how it could happen, the dignity of the human person, what it meant for them as people, its relevance today regards refugees and for preventing such atrocities in the future.

Students were informed, spoke with passion, and with a genuine sense that learning about the Holocaust was meaningful, and an important subject made accessible and relevant to them.

- Middle leaders have a clear understanding of the impact of teaching and learning initiatives and strategies and are reflective practitioners focused on ensuring best outcomes for all learners and determined to have highest expectations for all. Those middle leaders met during the review process had informed understanding of their data, students, strengths and weaknesses in provision and judgements about the impact of Beacon School status was evidence/experience based and triangulated with work scrutiny and student voice.
- College staff throughout the review process spoke independently of their commitment to Holocaust education in terms of what its impact was/could, or should be, in holistic, well-being or developmental terms as well as the relevance of such a study of the past for young people. *'Holocaust education helps reinforce issues of not standing by... it helps us celebrate and identify opportunities for community cohesion, exploring British values... Students are more accepting.... This is especially important for a largely monocultural school and for our efforts to ensure students are outward facing and prepared to engage in an international context'.*
- Whilst there is no named link governor to support Holocaust education, Mr Golding explained that there is good Governor support for the College's Beacon School work; *'...they are aware and are very supportive. The Chair of Governors has attended two events in college where we have had Holocaust survivors in to talk to students and staff'.*
- The passion, commitment and expertise of Lead Teacher, Mrs Lane, is widely acknowledged as the heart and soul of the project. Staff spoke about her *'...taking people with her on this journey'* and of her *'...enthusiasm and care for the subject matter that has so impressed me and by seeing the impact of this work on her personally and professionally, and more importantly on the young people... you cannot help but care and be impressed yourself'*. Likewise, it was especially telling that a student spoke of Mrs Lane *'...living and breathing it'*. There is an authenticity to Mrs Lane's commitment to Holocaust education that comes across in the classroom and among her peers. This commitment should be celebrated and her emerging expertise shared within the school and beyond.
- In Beacon School lead teacher, Mrs Lane, Torpoint Community College enjoys a gifted and innovative practitioner, a developing middle leader who is supporting and driving improvement across the school as well as ensuring quality provision in Holocaust education. She is ambitious, reflective and collegiate and passionate about any initiative in education that is holistic.
- The Lead Teacher has undertaken the UCL Centre for Holocaust Education Masters Module, is a gifted Holocaust educator, aspirational middle leader and a passionate advocate of quality teaching and learning in History and a wider holistic curriculum, for all. In Mrs Lane, Torpoint Community College have a highly experienced and gifted practitioner of Holocaust education. Thanks to her engagement with the UCL Centre for Holocaust education CPD, the Beacon School London

residential and Poland study visit she has a secure and rich range of strategies and materials to draw upon and she deploys and demonstrates that in the classroom and among her colleagues. She has the skillset and experience to be a regional leader in the field of Holocaust education, and 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?

- Succession planning is in place and confirmed independently by both Mrs Lane and Dr Plumb. There is a clear vision from the Headteacher about recruitment expectations to replace Mrs Lane should she leave the school. Within the department there is a commitment to train and develop further around Holocaust education, so there could be internal applicants should need arise and Mr Golding noted that *'If Charlotte [Mrs Lane] did leave then I am in a good position, as History teacher and CLT link, to work with a replacement to continue the excellent work Charlotte has done'*.
- Mrs Lane, as Lead Teacher, was mentored by the UCL Centre for Holocaust Education's Tom Haward. It is clear her passion and enthusiasm for her subject specific teaching and learning focus has driven this project – and yet, the success of Torpoint Community College's review is to be found in her ability to ensure senior leadership support and galvanising a spirit of collegiality and community among faculty and colleagues for the Beacon School shared endeavour. People have become immersed in this holistic education work, empowered by the CPD that Mrs Lane and UCL have provided. Teachers have used the stimulus and guidance Mrs Lane offers as lead teacher, and made it their own; relevant to their subjects and roles in school, suitable for the individual needs of their learners. Mentor, Tom Haward commented thus:
 - *'Charlotte's commitment and participation to the programme was outstanding during her time as a BS Lead Teacher. She was really enthusiastic and not only took a lot of the pedagogical approaches on board in her own teaching but developed and translated them in other directions. The idea of an 'interactive timeline,' for instance, she then took and developed for a different History topic she was teaching.'*
- There is a prevailing feeling that Torpoint Community College's Dr Plumb and his leadership team recognise Mrs Lane work to date, but also the work still to do and the opportunities that lie ahead; that Beacon School status was *'a learning journey and partnership'* and that they look forward to further developing their links and engagement with the UCL Centre for Holocaust Education because of the review process, particularly regards research and future CPD opportunities.
- The success of Holocaust education provision at Torpoint Community College is testimony to the best in respectful working relationships and meaningful communication between College Leadership and middle leaders; especially evident in the supportive, constructive and creative dialogue and collaboration of Mrs Lane and Mr Golding, but also among Mrs Lane and colleagues in English, Geography and Music.

- This is a very forward-looking college. Despite challenges circumstances, 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 Acting Headteacher, Dr Plumb, down. He and his senior leadership colleagues and middle leaders recognise the important contribution Holocaust education can make to school life, as evidenced by a very thorough and innovative school development plan.
- Torpoint Community College *'knows itself well'* and this was reflected in conversations with middle leaders and classroom practitioners, where this review found self-evaluation to be both accurate and forward-looking. Much of the staff commentary during review meetings was reflective and developmental in nature. Throughout the review process accuracy in self-evaluation was borne out in work scrutiny, confirmed by student voice, corroborated by staff independently – and this is as much reflected in their comments regards impact and experience of Holocaust education and its Beacon School status as it was wider educational issues. It was also abundantly evident in Mrs Lane's evaluation of the Holocaust scheme of work/learning; her draft scheme of work self-assessment form, submitted to UCL and her mentor Tom Haward in January 2017, asked for consideration of the extent to which her draft meets the criteria for a Beacon School Scheme of Work at that milestone and to identify areas you still require work or development as the Beacon School year unfolded.
- Self-evaluation and reflective practice at SLT level is – in the judgement of this reviewer – a Torpoint Community College strength. All this adds to the culture and climate of continual and shared 'learning' among teachers and students alike. So, whilst rightly proud of the Holocaust education achievements to date, there is no complacency, and an ongoing commitment to further develop, refine, innovate, collaboration and exploring opportunities.
- This review regards the effectiveness of leadership and management concerning Holocaust education at Torpoint Community College to be outstanding. Acting Headteacher Dr Plumb, and his senior and middle leaders have created a culture in which every child, regardless of their background, can achieve within a well-disciplined environment. The range of review meetings finds leaders are unyielding in their desire for pupils to have the best possible education and life chances and determination for college improvement.
- There is a justifiable pride in belonging to and being part of Torpoint Community College - both from students and staff. This was palpable with regards to Beacon School status from senior and subject leaders. Beacon School status has been a priority, is a recognised award among the college community and is respected by students. There is a clear commitment to developing this status at Torpoint Community College and among their growing and much valued networks and partnerships.
- College senior leaders have a clear vision and drive to move the school forward from its current position and Ofsted status, to ensure for all its learners the positive, quality and enriching learning experience and outcomes they deserve. In Mrs Lane, they have an experienced and innovative,

committed teacher, determined to build upon its Beacon School status and provision. They also have the collegiality and support of colleagues within the History department – and across the school - who have embraced the Beacon School programme and adopted the scheme of work or pedagogy. Together these leaders and teachers have taken Torpoint Community College on the 'Beacon School journey' – it is an immense team effort, of which all should be proud.

Potential areas for further development

- Continue to ensure the Lead Teachers developing specialism is recognised or acknowledged through the College's Appraisal system.
- Look for opportunities to further engage College 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 College's Improvement Plan and documentation for the duration of the Quality Mark Award.

*See also Mr Golding's SWOT analysis.

6. Commitment to CPD and networks

- CPD – whether internal or externally provided – is highly valued at Torpoint Community College, in terms of ongoing school improvement, a teacher's appraisal right to developmental growth and investment, but also key to recruitment and retention.
- Torpoint Community College's Beacon School year began in November 2016, when all the Teaching Staff came together to explore 'What does it mean to be a UCL Beacon School?' This set the tone for the college and its commitment to the programme – it reaffirmed the notion Beacon School status resides with the school and not the Lead Teacher or an individual curriculum area. Thereafter the college ran a highly successful CPD day 'Unpacking the Holocaust' in partnership with UCL in February 2017. 11 teachers attended from 9 schools.
- The Centre's Tom Haward, notes that *'[Mrs Lane] went to quite extraordinary lengths to make contact with schools in the Devon and Cornwall area. Whilst numbers engaging with her school didn't always reflect her efforts, there were local and specific geographic and timing reasons for this. She also helped to recruit teachers for our 'Inspiring practice in Holocaust education' event in Exeter in July 2017, which was really helpful.'* Since then, Mrs Lane has organised with the Centre's Tom Haward the hosting of and participation in, a 'UCL Sharing Good Practice' event (May 2017) and an internal session exploring 'How can we use objects from the past to help learners become more curious' (July 2017, this drew upon artefacts from the study visit to Poland).
- Acting Headteacher, Dr Plumb recognises the contribution of Beacon School status to staff development and its related outcomes for his learners, commenting that:

'Working with UCL on this project has been a real pleasure; those involved in the Beacon Schools project have worked in partnership with the College. Although at an early stage, the teachers and students here have clearly benefited and UCL continue to support the college across other areas'.

- Mrs Lane has flourished as Beacon School Lead Teacher. As evident in Appendix 2, Appendix 5, a-w, the Beacon School programme has been a professional and personal journey that Mrs Lane has fully embraced and truly valued. In her own words, the Beacon School experience came at *'just the right time'*. The input, collaboration, inspiration and collegiate experience of that year is described as *'totally invigorating'* as it gave her a *'renewed love of pedagogy'* and from that springboard *'transformative'* teaching and learning has taken place. It has reinvigorated her and this can only help serve to aid retention, as well as future recruitment.
- Beacon School status has enabled Mrs Lane to provide CPD opportunities, in conjunction with UCL, both internally and externally – most noteworthy, a week after this review visit, Torpoint Community College was the first Beacon School to host the 'Engaging Teachers with Survivor Testimony' twilight CPD.¹³ The entire College staff were joined by governors and external

¹³ Please see: <https://www.holocausteducation.org.uk/news/2018/mala-tribich-mbe-engaging-teachers-survivor-testimony-cpd/>

colleagues from their network hub, to hear from the Centre's Ruth-Anne Lenga regards the importance of Holocaust Education, but more specifically the challenges and opportunities for teachers handling survivor testimony – both in person if hosting a survivor speaker, but also in written, audio or filmic form. Ruth-Anne was accompanied by Holocaust survivor, Mala Tribich MBE, in what has since been described as *'a very unique and special event, which will forever remain in our hearts and minds'*.

- As noted previously, the opportunity for Mrs Lane to travel to Poland as part of the Beacon School programme, provided a personal and professional stimulus, the continuing professional development of which is clear to see. The trip to Poland, expertly led by the Centre's Paul Salmons, has significantly altered classroom practice when teaching and learning about the Holocaust; indeed, prior to this review, we have not seen such a creative and tangible in-class application of the pedagogy or impact of the visit in our other Beacon Schools. Much of Mrs Lane's thinking and innovation regards her Poland experience and how it manifests itself in her classroom practice should inform Centre for Holocaust Education thinking moving forward: there are examples of best practice that should be shared and much we can learn from reflecting upon Mrs Lane's experience.
- 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:
 - *'I am more confident and better equipped to tackle difficult issues'*
 - *'It has proved to me that young people can exceed expectation, they don't need to be patronised with pre-packaged lessons and the UCL training has made me more aware of challenge through questioning and in layering complexity'*
 - *'...made something so horrendous and horrific, real and engaging, relevant and inspirational'*
 - *'The training renewed passion and excitement for me after a time where I was safe and jaded in education...'*
 - *'...so much more than just Holocaust education...it just brilliant research informed pedagogy that works in the classroom'.*
 - *'It's meant that my kids do more, think more, write more in my lessons and I am doing less but we are collectively learning more and achieving more and I am learning and questioning along the way too – that's priceless, isn't it?'*
 - *'Epic – it's quite simply changed everything'*

- *'I genuinely feel the experience and the entire process has changed me – I don't mean to sound over dramatic, but I feel like I know myself better or see the world and teaching and the students differently.'*
- *'What is most impressive about UCL CPD I think is the way it's made me raise the bar in my teaching... I think about the types of questions I ask... I know I'm more conscious of not jumping in and filling the silence now and I think I am teaching up, rather than just assuming x student can't do y, and I am more aware of making the students think so I am actually doing lesson in the classroom.'*
- Mrs Lane describes the re-engagement with research via the UCL Beacon School programme as providing so many *'light bulb or aha moments'*, including the college's own data, which has already been mentioned and will be alluded to again later, which cast light on strengths and areas for development that Mrs Lane has used as evidence to *'tweak lessons'*, particularly on antisemitism.
- For several colleagues the re-engagement with research and pedagogy was an exciting and unexpected positive outcome of Beacon School status, and was referred to on a few occasions throughout the review as *'welcome'*, *'something I 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.'* A couple talked of the Beacon School coming at a pivot time in their personal and professional lives – that in some way the opportunity and engagement in CPD was *'timely'*, *'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 and as a woman'*.
- 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 Torpoint Community College affords the subject matter and what can be achieved; it speaks to the broader educational and civic mission statement of headteacher Dr Plumb.
- Dr Plumb and Mrs Lane are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2018-2022. The Centre's Tom Haward commented prior to the review process that: *'Of note is the fact that out of all our Beacon Schools to date, Charlotte's application for a survivor to come to Torpoint to talk to teachers and the wider community this coming March was easily the strongest. We are really looking forward to the event with Mala Tribich, which Ruth-Anne Lenga is co-ordinating with [Mrs Lane].'* As noted earlier – this event, took place shortly after the review visit and was a huge success.
- Senior College leaders like Mr Golding are forward thinking and not complacent. Despite obstacles and challenges to the provision and status of Holocaust education, such as:

'The key challenge will always be one of time and pressures from exams and other initiatives. In some ways we are in a good place as OFSTED are unlikely to revisit for 2 years and, in

History, we have already introduced new exams. However, it is inevitable that other strategies will continue to compete for a place in the CPD programme. Also as a college, we are very stretched in staffing. All of our staff are teaching up to, and in some cases beyond their recommended allocation of lessons - this leaves very few non-contact periods and so puts a limit on time when teachers can meet to discuss, share and plan collaboratively'

Mr Golding and colleagues are keen to move forward to consider the opportunities, the ongoing possibilities for partnership with UCL and furthering professional develop. He notes that the UCL Centre for Holocaust Education can continue to partner with the College after the Quality Mark process to further support and assist by:

'...providing the college with resources and training opportunities - I would like to see more CPD targeted specifically at ways in which Holocaust education could be delivered outside of History or RE'

- CPD dates can be calendared annually by Mrs Lane and the senior leadership team, in liaison with UCL Centres' Emma O'Brien. This will enable more Torpoint Community College 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 Torpoint 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 Torpoint Community College's learners, teachers, UCL and other partners.

Potential areas for further development

- 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 college, or further develop your network to ensure a thriving hub, or a specific twilight opportunity. 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. Contact Ruth-Anne Lenga or Mike Cranny for details.

*See also Mr Golding's SWOT analysis.

Phase 4: Summary reflections of quality mark visit

Because of these activities the reviewer would like to report

What Went Well:

- Pupil engagement in Holocaust education is highly impressive. The quality of teaching and learning, and the outcomes for learners, particularly within History, has benefitted from Beacon School status.
- Beacon School status plays a crucial part in securing excellent SMSC provision and this should be widely celebrated.
- Torpoint Community College 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 in the South-West, in terms of its depth, vigour and innovation. As a result, the provision for and impact of Holocaust education at Torpoint Community College has significantly improved because of participating in the UCL Beacon School programme.
- Torpoint Community College leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust Education.
- The scheme of work/learning and wider Holocaust education offered at Torpoint Community College has seen careful collaboration with a number of curriculum areas, develop in a coordinated way; retaining their distinctive disciplinary natures but enabling students to 'join the dots' and apply their knowledge and skills. Contributions by Drama, Geography and the tutor programme each retain its distinct disciplinary nature. This sets a compelling model for planned collaboration in other departments across the school and does demonstrate what is possible. This speaks too, to the 'can do/can try' attitude of staff, and the openness found throughout this review to reflect on existing strengths and consider areas of development as areas for opportunity and innovation.
- This scheme of work/learning includes a range of UCL Centre for Holocaust Education materials
- The centrepiece of Torpoint Community College's excellence in Holocaust education is built upon the foundation of its constant pursuit for quality teaching and learning.
- The innovative inclusion of strategies, materials and Poland study visit experiences is exceptional, as are the artistic and creative responses opportunities that the scheme of work/scheme of learning provides; all this whilst retaining historical disciplinary integrity, vigour and skills.
- The lesson observed for the purposes of review bore key hallmarks of quality teaching, rather than just quality teaching about the Holocaust.

- The passion, commitment and expertise of Lead Teacher, Mrs Lane, is widely acknowledged as the heart and soul of the project.
- It was noticeable that a vocabulary of rights was an undercurrent, informing or framing several student contributions throughout the review process, referencing UNHRC Articles, 3, 12,13 in this context. This is indicative of the successful embedding of Rights Respecting School status – and is a foundation upon which more work can be built.
- This review confirms that Torpoint Community College’s Holocaust education provision, its quality teaching and learning is indeed outstanding and a powerful contributor to both a curriculum that informs, engages, empowers and inspires its learners and wider school improvement.
- Torpoint Community College attaches considerable importance to matters relating to students’ assessment, achievement and outcomes, both academic and holistic.
- Whilst formal assessment at the end of the Holocaust unit does not exist; its formative assessment approach is rigorous, whilst light touch and annually reviewed in line with the school’s assessment policy.
- Personal stories were a feature of the Holocaust scheme of work developed at Torpoint Community College that the students found particularly compelling, especially the thread of Leon Greenman and family
- Strong and supportive leadership from the Headteacher Dr Plumb, through Mr Golding and Mrs Lane as Lead Teacher, has been critical – they are very positive, supportive, and convinced of the importance of Beacon School status; committed to high quality Holocaust education provision; and have given it the developmental and curriculum time necessary, including staff access to UCL Centre for Holocaust Education CPD.
- Staff spoke of Lead Teacher, Mrs Lane ‘...taking people with her on this journey’ and of her ‘...enthusiasm and care for the subject matter that has so impressed me and by seeing the impact of this work on her personally and professionally, and more importantly on the young people... you cannot help but care and be impressed yourself’. Likewise, it was especially telling that a student spoke of Ms Walton ‘...living and breathing it’. There is an authenticity to Mrs Lane’s commitment to Holocaust education that comes across in the classroom and among her peers. This commitment should be celebrated and her emerging expertise shared within the college and beyond.
- The Lead Teacher has undertaken the UCL Centre for Holocaust Education Masters Module, is a gifted Holocaust educator, aspirational middle leader and a passionate advocate of quality teaching and learning in RE and a wider holistic curriculum, for all. In Mrs Lane, Torpoint Community College have a highly experienced and gifted practitioner of Holocaust education.

Thanks to her engagement with the UCL Centre for Holocaust education CPD, the Beacon School London residential and Poland study visit she has a secure and rich range of strategies and materials to draw upon and she deploys and demonstrates that in the classroom and among her colleagues. She has the skillset and experience to be a regional leader in the field of Holocaust education, and wonder if this may be an avenue for future professional development at a regional level for UCL in terms of peer reviewing other Quality Mark Beacon schools?

- The commitment to the status and successful re-designation as a Beacon School can be seen as evidence of Torpoint Community College approach to ensuring quality outcomes and experiences for all its learners in History. There is now a difference in teaching and learning regards the Holocaust and some of the generic gains can be recognised in best practice in some other subject areas.
- Torpoint Community College have found their Beacon School to be important of itself, but recognised its opportunities to serve other whole school, educational policy agendas: SMSC, Global Learning, FBV, citizenship, healthy schools and Prevent. Together this work serves to enhance and enrich the students' personalised curriculum, sense of self, personal development, well-being and safety. The holistic values led approach is a model of excellence, as it does not become 'lessons from', nor atomised from a strong historical base. It is instead embedded in presenting students a range of evidence and stories and the opportunities to develop independent thinking and criticality. Using the UCL pedagogy and principles of practice, supported by excellent questioning, Torpoint Community College have, enabled young people to discern, explore and reflect on the moral and ethical issues arising, and in turn this supports a VbE college ethos – so perhaps consider developing this work with values based education.
- Torpoint Community College's Beacon School work undoubtedly contributes to developing learners' emotional literacy.
- Students and staff are interested, motivated and enthused by the approach and the subject matter. Student voice was especially strong: students were articulate, offering sophisticated and nuanced insights in empathetic, confident and thoughtful ways. Student substantive knowledge was shown to be sound, their use of subject specific terminology excellent. The students were the Schools best ambassadors regards the impact of Holocaust education, understanding the depth of opportunities they enjoyed at Torpoint Community College in this area of study was not common, rightly regarding it a *'...very powerful and important learning experience.'*
- Use of nuanced questioning is strong– evidence of range of strategies and types of questioning evident in teacher and student review meetings, along with a commitment to reflective practice and ongoing development. This is also linked to students themselves recognising they were being asked to *'...think and do more'*, that independent thinking was being embedded and expected, so as teachers led less, and students were doing more. Use of teacher talk is also noticeably strong with regards to Holocaust education teaching and learning; Mrs Lane lesson observation

demonstrated powerful distinctions between teacher talk, *at*, *to* and *with* students and this best practice should be shared more widely across the school.

- Strong and developing body of staff with substantive specialist subject knowledge and skills – need to build on this and share. Clear evidence of staff subject knowledge, enthusiasm and passion 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. Increased engagement with research, pedagogy and classroom practice – staff spoke of a re-engagement with teaching and learning, true thinking about purpose of education via the Beacon School programme.
- It is clear Beacon School project has been instrumental to staff and school engagement with academic and educational research.
- The partnership of Torpoint Community College and the UCL Centre for Holocaust Education has been valued, especially with regards to CPD provision, and this partnership and both look forward to this continuing in 2018-2022 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 twilight events.
- Torpoint Community College students are articulate, thoughtful citizens; keen to learn, respectful and were the College's best advocates. Use your students to champion the college and the cause of Holocaust education. They are truly wonderful ambassadors for the importance of a range of work Torpoint Community College does – not just the Holocaust education. They are hugely proud of their college and teachers and appreciative of the experiences they are offered here, so this review encourages you to give them opportunities to talk or 'shout about' this to parents, governors and the wider community. Torpoint Community College 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.

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 History 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 College and thereby that best practice helping drive whole college improvement.
- 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 forth-coming UCL Centre for Holocaust Education resource 'Forgotten History: what happened in East and how do we know?' This is being produced in conjunction with the Imperial War Museum and may be something to consider in relation to your geography of the Holocaust/*Einstazgruppen* lessons.
- Whilst hugely impactful, might sustainability and pragmatic concerns mean some of the History burden be shared with other relevant faculties? Might this create cross curricular and further innovative and collaborative opportunities?
- 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 in this review – it should not be seen as niche to Holocaust education, rather that it could be transformative and key to supporting/driving school improvement.
- There is clear openness and initial innovative thinking regards linking the History scheme of work/scheme of learning to other subjects across Torpoint Community College and a desire to pursue collaborative opportunities in the short, medium and longer term. 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 College's Holocaust provision moves forward.
- Students' confident use of vocabulary was impressive and marks genuine progress in historical and RE literacy – but it may be worth consideration to what extent we use perpetrator narratives in our teaching, learning and assessment. Perhaps this is itself a worthy learning conversation to have with students – what words, terms and euphemisms do we use? Similarly, this may relate to decisions and discussions regards imagery/ what sources or provenance they have, and why such questions matter?
- Formal assessment regards the teaching and learning about the Holocaust needs further thought regards concerns about a lack of extended historical writing opportunities to support GCSE preparation. This could be innovative in nature – perhaps building on the '*mythbusting*' resources, but does need consideration moving forward. Student voice, could prove useful and

informative here as students did have clear ideas of a range of ways they could demonstrate and showcase their knowledge.

- 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 college 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.
- 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 History Department wish to.
- 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 Torpoint Community College and the impact on well-being, behaviour and safeguarding agendas (Prevent, SMSC, FBV and so on).
- Conduct a second Holocaust education audit across the college since the Beacon School year. Where do other departments use Holocaust case studies, explore texts with a Holocaust contextual background or focus, whether as individual lessons or as wider schemes of learning? Where are the opportunities for collaboration, restructuring or for a mapping of provision and furthering your thinking regards a spiral curriculum? This could support or inform discussions about further cross-curricular opportunities, and ensure the joined-up approach that RE and History (whilst retaining distinctive disciplinary natures, but embedded in UCL principals and in-keeping with IRHA guidelines) is universally recognised and practiced wherever the Holocaust is taught, referenced or explored. 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 on the History department.

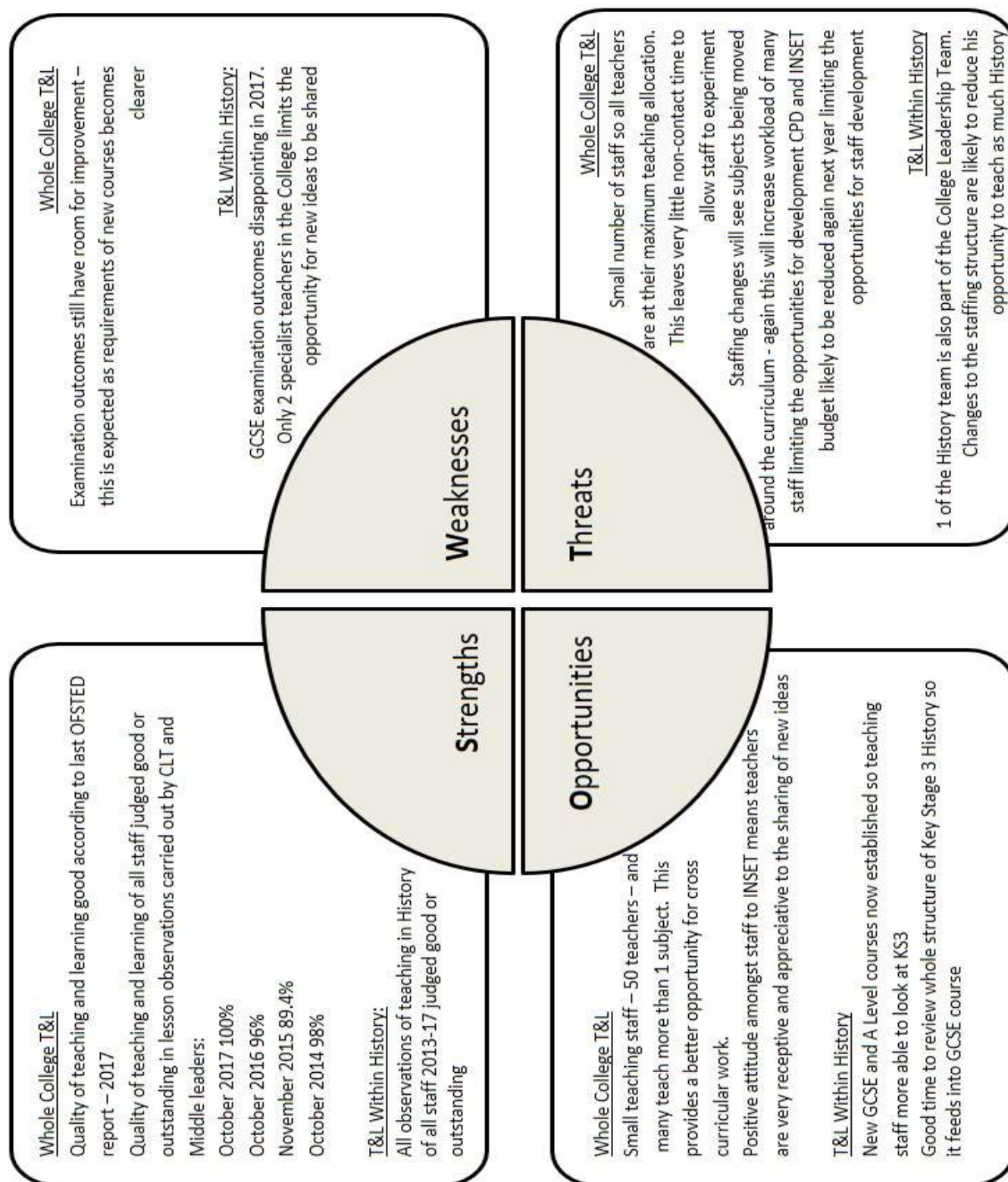
- Continue to build on the Colleges' Rights Respecting Schools work with UNICEF and make links to the Holocaust and genocide work being developed, especially in terms of prevention and Genocide Watch.
- Consider the development of a College Holocaust memorial or garden – this is in response to the students engaging in designing and reflecting on memorial spaces. This could be a value and ethos driven focal point, perhaps for Holocaust Memorial Day events in years to come and serve an SMSC and community function.
- Consider a review of current strategic provision of SMSC and fundamental British Values across Torpoint Community. 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 College can contribute a great deal to such an audit – but the College's Rights respecting Schools work, citizenship, 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, so as 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.
- To what extent might the UCL Britain and the Holocaust lesson, and Holocaust education prove a useful contributor to exploring further issues of fundamental British Values and could rights education further complement and enhance your provision and offer? Given the strong commitment to SMSC, values and holistic learning opportunities, this review suggests consideration of furthering UNICEF Rights Respecting Schools initiative (to the Silver Award) 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 Teachers developing specialism is recognised or acknowledged through the College'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 Lead Teacher across the region regards History/Holocaust education? Could there be a UCL Associate role?
- 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 Mrs Lane leave, Torpoint Community College 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.

- Look for opportunities to further engage College governors, parents and the local community – perhaps through family and community learning or policy developments: 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 College’s Improvement Plan and documentation for the duration of the Quality Mark Award. Including the status in the College’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
- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust 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 college, or further develop your network to ensure a thriving hub, or a specific twilight opportunity. The UCL Centre for Holocaust Education stands ready to assist – Liaise with Centre’s Emma O’Brien for 2018-19 dates, likewise for twilight opportunities via Tom Haward.
- To further substantive knowledge, confidence, skills and reflective practice, encourage and support colleagues at Torpoint Community College colleagues who have engaged in UCL Centre for Holocaust Education CPD opportunities 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 Torpoint Community College achieved full accreditation.

SWOT analysis of TandL: Completed by John Golding, Torpoint Community College (Beacon School CLT link)



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 Torpoint Community College designation as a UCL Beacon School for Holocaust education from 2018-2022.

*Renewal of Beacon School status can be again sought within the 2021-2022 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: Holocaust education at Torpoint Community College is outstanding; a superb example of how research informed pedagogy and innovative practice can help inform, engage, inspire and empower young people by safeguarding the future by learning about the past. Its provision is wide-ranging, innovative and of exceptional quality and innovation. Within its offer you find the core elements of all that is best about UCL Beacon School Quality Mark status. With Acting Headteacher Dr Plumb and College leadership team support from Mr Golding, a gifted and ambitious Lead Teacher, Mrs Lane, has embarked on a journey in partnership with the Centre, which has improved student outcomes, refreshed teaching and learning, encouraged research engagement, helped support school improvement and reinvigorated colleagues, both personally and professionally. Torpoint Community College provides all necessary proof that investing in Holocaust education can have far reaching consequences for curriculum design, assessment, teaching and learning, leadership, school improvement and investment in staff, whole person development, SMSC and far-reaching outcomes for learners – it was a huge pleasure to visit, to see such impactful and impressive work. Students, staff, community and governors should be proud of this Quality Mark award, it is richly deserved recognition of Torpoint Community College's commitment and efforts in the field of Holocaust education.

Date: March 2018**Programme Director:** Paul Salmons**Programme Director's signature:**


Comment: We are delighted to award our ninth Quality Mark to Torpoint Community College, whose work as a Beacon School has been so richly recognised in this report, and whose passion and commitment to this programme has been recognised by Centre colleagues since 2016. This report testifies to how creative and innovative approaches to the past can help secure both academic and holistic outcomes for young people that are meaningful, whilst supporting generic teaching and learning benefits and playing its part in whole school improvement. Staff, governors, students and parents should be very proud of all that has been achieved to date, and we look forward to continuing our partnership with you in coming years.

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