

UCL Beacon School Programme

QUALITY MARK AND RE-DESIGNATION REVIEW, WRITTEN REPORT

SCHOOL NAME	Royal Wootton Bassett Academy
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SCHOOL EMAIL	Headteacher George Croxford gcroxford@rwba.org.uk
DATE OF LAST OFSTED INSPECTION AND GRADE	28 November 2013, graded 1, OUTSTANDING
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	13-14 March, 2017
QUALITY MARK AND RE-DESIGNATION REVIEWER	Dr Andy Pearce, UCL Centre for Holocaust Education



Contents

Review context	Pages 3-4
School overview and actions agreed on last review	Pages 5-7
Phase 1: non-negotiables and any actions urgently required for re-designation	Page 8
Phase 2: summary of review visit methodology	Page 9
Phase 3: key findings	Pages 10-17
– assessment, achievement and outcomes for students	Pages 18-22
– the quality of teaching and learning, pedagogy and practice	Pages 23-24
– the wellbeing, behaviour and safety of students	Pages 25-28
– the leadership and management	Pages 29-33
– commitment to CPD and networks	Pages 34-35
Phase 4a: summary reflections of quality mark visit; <i>What went well?</i>	Pages 36-37
Phase 4b: summary reflections of quality mark visit; <i>Even better if...</i>	Page 38
SWOT analysis document (completed Lead Teacher and/or SLT/SMT)	Page 39
Review accreditation summary comment, Centre for Holocaust Education remarks	Pages 40-44
Appendix 1: Review Lesson Observation	Page 45
Appendix 2: Examples of RWBA (Yr9) classwork, during Quality Mark observation	Pages 46-49
Appendix 3: Examples of artwork and RWBA (Yr9) learners memorial outcomes	

Review context

The 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 schools' ethos and ensuring it becomes a priority area in the curriculum.
- To support schools in the development of more powerful Schemes of Work, linking aims, outstanding educational resources and advanced pedagogical approaches to clearer understandings about pupil progress and robust forms of assessment.
- To demonstrate the value of teaching and learning about the Holocaust as part of a 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 peoples' 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 reviewer has produced this report to be shared with the school to provide valuable external verification evidence for senior leaders, governors, Ofsted inspections and parents. It should also be a useful internal quality assurance and ongoing CPD opportunity.

To ensure this is a meaningful process, the Quality Mark and re-designation review visit was carefully designed to be rigorous and robust, but feel light touch, with a supportive, developmental and coaching framework; to offer credible evidence of impact; cast a critical friend's eye over the last year; and champion and support Lead Teachers and colleagues in furthering their practice, innovation and opportunities.

It enables UCL to be confident of the quality output of its named Beacon Schools and to further champion and develop schools' work. It provides verification that our CPD and programme is having an impact on staff confidence, substantive knowledge, pedagogy and practice and that this ultimately is making a positive contribution to the Teaching and Learning (T&L) in the Beacon school. It allows us to ensure the

pedagogy and principles of the UCL Centre for Holocaust Education's approach is embedded and for us to access ways in which our pathway of professional development, CPD offers and materials are responsive to need.

The review visit intends to serve as a celebration of good practice, acknowledging the important and innovative work undertaken in Beacon Schools; provide meaningful external verification; and support both the school and UCL in continuing their work towards ensuring quality Holocaust education provision in our English schools. It seeks to answer the question of whether the Beacon School programme is working or not, and hence assist in decisions about scaling up. It can also answer questions about programme design: which bits work and which bits don't, and so provide policy-relevant information for redesign and the design of future programmes. We, like schools, want to know why and how a programme works, not just *if* it does.

School overview

The school is much larger than the average secondary school and its sixth form is also large. At the time of the review visit there were 1677 students on roll (including 228 in the Sixth Form). At the time of writing 13% students have a statement or Education, Health and Care Plan (EHCP) or other Special Educational Needs and Disabilities (SEND) categories; 23% of students are eligible for Pupil Premium Grant (PPG); 5% are current Free School Meals (FSM) and 9% have English as an Additional Language (EAL). There are 847 girls, 51% and 830 boys, 49% of boys attending.

- The school serves the town of Royal Wootton Bassett and the surrounding area. The vast majority of students are of White British heritage, with small numbers from several minority ethnic groups.
- The school became an academy in July 2011, and is currently judged as outstanding. The predecessor school, known as Wootton Bassett School, was judged as outstanding at its last Ofsted inspection in 2010.
- The school was designated as a teaching school in 2013 and the headteacher, George Croxford, is a national leader of education. The school leads an alliance of 13 schools and works with schools and teacher training establishments in the region to train new teachers and improve the quality of teaching across the profession.
- The school is the senior partner in Challenge Partners and leads a hub with one special school and two primary schools.
- The school is growing steadily in size. The student population is more transitional than the norm, with an above-average number of students joining or leaving the school throughout the year groups, reflecting the high number of service families who live in the area.
- The proportion of students supported through school action is below average, and the proportion supported through school action plus or with statements of special educational needs is also below average.
- A small proportion of students receive pupil premium funding. This provides additional funding for looked-after children, students known to be eligible for free school meals and children of service families.
- In Years 7 and 8, a sixth of all students benefit from additional help in mathematics and English, funded by the government's catch-up programme.
- The school meets the government's current floor standard, which sets the minimum expectations for students' attainment and progress, in all areas.

- In Key Stage 4 a small number of students attend work-related training courses at other sites through Springfields College, Lackham Agricultural College and Swindon College.

Royal Wootton Bassett Academy was rated Outstanding in its most recent Ofsted inspection (28 November 2013). The report noted:

- Students' achievement is well above national standards. They make excellent progress in English and mathematics and other subjects, including art, music, German, religious studies and leisure and tourism.
- Sixth form students achieve outstanding A-level results.
- Standards of teaching are outstanding in all years. The school's designation as a teaching school generates opportunities to train new teachers and further develop skills within the profession, enhancing the school's provision.
- There is a strong emphasis on developing students' personal skills, with many opportunities for them to take on responsibilities. This promotes very high standards of behaviour and conduct.
- Students are very well prepared for the next stage of their lives. The iLearn tutor-led lessons provide an excellent, structured opportunity for students to develop independent learning skills.
- Leadership and management of the school are excellent. The headteacher is supported by a very able team of leaders who share the same vision of securing the highest possible achievement for all students.
- The governing body is fully informed about the school's relative strengths and areas for improvement. It works very effectively to support and challenge the leadership team to ensure that standards continue to improve.
- The sixth form is outstanding. High-quality teaching and the wide range of subjects on offer cater for students' needs. They typically progress to their chosen university or college or to further training.
- Correctly described as a 'global school in a local community', the school has extensive links across the world and promotes tolerance, and a focus on enhancing the lives of others.
- Students participate in a very wide range of activities including sports, music, arts, summer schools and competitions in science. Personal skills can also be developed through trips to Sweden, the USA, France, Belgium and China, and many other countries and by participation in the Duke of Edinburgh award scheme.

- There is a strong focus on developing students' sense of responsibility for others and for the environment, for example fundraising activities which paid for a school to be built in a community in Burma.

Development or future improvement points identified from most recent Ofsted inspection (2016) were:

Make sure that students maximise their progress, especially in written tasks, by:

- extending the very good practice seen in some written work and marking where teachers write comments and pose questions to students about their work
- encouraging students to reflect upon and respond to their teachers' advice.

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

Not applicable, as 13-14 March 2017 was Royal Wootton Bassett Academy'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 trip?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has the Scheme of Work been shared with at least five partner schools?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has Beacon School Status been prominently included in the SIP plan and acted upon?	<input 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 Royal Wootton Bassett Academy met the expectations.

Phase 2: Summary of review visit methodology

The UCL Quality Mark reviewer undertook the following activities:

Prior to visit

- Examined copies of Royal Wootton Bassett Academy School Development plan, and most recent Ofsted report. A copy of the Scheme of Work and range of UCL and Beacon School related documents were requested, collated and reviewed, along with links to related policy documents on the Academy's website.
- A SWOT analysis was completed and a rich and impressive range of supplementary evidence and data/tracking and sample work was offered, along with an itinerary prepared for the pre-arranged one-day review visit.

During re-designation visit

- A tour of the Academy site – with a Yr13 student.
- Meeting with SLT links – Mr George Croxford (Headteacher), also Mr Steven Paddock (Deputy Headteacher, Teaching and Learning, CPD) and Mrs Katherine Salmon (Assistant Headteacher, Achievement and Guidance).
- Meeting with Lead Teacher – Miss Nicola Wetherall (RE/EP Teacher and Lead Practitioner for Holocaust, genocide and human rights programme, Lead Teacher for UCL Beacon School programme).
- Work scrutiny undertaken (mixed ability, boys and girls, and range of classroom teachers); sample lesson plans and resources from various subject areas and documentation, including UCL scheme of work in History, plus assessment samples and data reviewed and discussed. Copies and photographs of examples and displays taken throughout visit (see Appendices).
- Lesson observation – with Mr Daniel Webb (Second in History Department), Yr9 History lesson from the Holocaust Scheme of Work.
- Student voice interview – with nine students from current Yr7-13 cohorts, mixed ability and gender.
- Meeting with range of staff who have experienced and engaged with UCL Centre for Holocaust Education CPD – Miss Sarah Miles (Head of MFL), Mr Daniel Webb (Second in History Department), Mr Thomas Roberts (English Teacher), Mr Paul Day (Teacher of PE and NWiSA's Leading Practitioner for Teacher Development) and Mrs Julia Cook (Teaching Assistant)
- Visit debrief – with Mr George Croxford and Mr Steven Paddock.

After visit –

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

Phase 3: Key findings

1. Assessment, Achievement and outcomes for students:

- Royal Wootton Bassett Academy (RWBA) attaches considerable importance to matters relating to students' assessment, achievement and outcomes. This is signalled by the schools' School Improvement Plan (SIP), with its explicit aim 'all students to make better than expected progress in every area'. In pursuit of this aim, all faculties, departments and subject areas are expected to outline and detail the ways in which they are working towards advancing student progression.
- The Holocaust, Genocide and Human Rights Programme (HGP) is a whole-school, interdisciplinary initiative, which brings together teaching and learning about the Holocaust in multiple curriculum areas. Led by the UCL Beacon School Lead Teacher, Nicola Wetherall, the HGP functions as the overarching organisational framework wherein teaching and learning about the Holocaust is co-ordinated. As such, and in compliance with the school's SIP, the HGP has produced a breakdown of the ways the programme works towards key Performance Intentions. This includes 'Outcomes for Children and Learners', and 'Teaching, Learning, and Assessment'.
- The HGP's outlined contribution to RWBA's improvement plan is extensive. It details a host of actions being undertaken to track and measure students' progression, assigns staff responsibilities for these, and specifies means by which activities will be reviewed and evidenced. In one version of the document provided for review, the Lead Teacher had also completed a RAG review to indicate which actions had been achieved, were in progress, and remained outstanding.
- The HGP's plan for contributing to the school's SIP is highly impressive. While its very existence speaks to and of the programme's status within the school, its comprehensive nature is testament to the key role played by the Lead Teacher and how the HGP helps to co-ordinate and bring together teaching in an array of different curriculum areas.
- Within the plan, the HGP makes a variety of provisions for specifically tracking students' assessment, achievement, as they progress towards intended outcomes. There is, for instance, the explicit action of 'develop[ing] formalised recognition' to assist students in 'making better than expected progress', to which are attached stratagems such as 'community badges', online awards, and awards at the HGP's annual conference *Empowering Young People to Change the World*. The HGP plan also places emphasis on 'develop[ing] means in which as per regular lessons and learning opportunities, staff delivering HGP components... engage and record learning conversations with students'. This is to be achieved through assessment and feedback strategies like 'green pen', together with student-centred procedures like Dedicated Improvement and Reflection Time (DIRT) or the more recent I-act strategy.
- In these ways, the HGP's plan speaks to how teaching and learning about the Holocaust contributes to RWBA's SIP. At the same time, both the array of activities that have been formulated and the thinking that exists behind them, render the HGP plan an exemplar of thoughtful and creative planning.

- Within the HGP plan is a commitment to ensure ‘all HGP SoW and lesson plans are policy compliant’. This is measured by way of ongoing work scrutiny. As part of the QM Review Process, the Scheme of Work for the History department was provided. RWBA participated in the Beacon School programme in the year before developing Schemes of Work became a focus, but despite this the school has taken upon itself to employ the UCL Scheme of Work template and follow this as a model.
- The History SoW outlines the framework for 15x 50 minute lessons, spanning a period of six weeks. This is a considerable amount of time and some way above the national average. In so doing, the History SoW speaks of the department’s commitment to giving over a sustained amount of time to this subject.
- Within the History SoW, student outcomes are clearly stated – listed as students ‘gain[ing] greater contextual understanding of the Holocaust, what caused it and how developments in policy towards the Jews changed over time’. Commendably, the History SoW also indicates students will ‘consider the concept of historical significance in order to reflect on the importance of the Holocaust and subsequently the importance of a sound understanding of the past’. Working towards both of these objectives is ambitious, and as such poses particular challenges; nonetheless, the wish to marry together substantive knowledge with conceptual understanding is impressive.
- Student achievement of these outcomes is made possible by a SoW which, in the main, has coherence. A particular strength of the SoW is its systematic approach to achievement and assessment, with evidence of thoughtful consideration being given to how learning is developed between and across lessons, supported by a range of activities. There are a couple of peculiarities within the sequencing of the SoW (lessons 7-8 for example appearing out of step with those immediately before and after), and there is the potential for the final two lessons to appear ‘tacked-on’ without careful transition. There is also, perhaps, a need to taper the ambitions of the scheme so that it does not sacrifice depth of learning for breadth. In the main, however, the SoW has much to commend it.
- As part of this review, a History lesson from the SoW was observed. The lesson was one of two given over to the history of antisemitism, making use of the UCL’s *Unlocking antisemitism* material. From the outset, intended outcomes were clear to students: objectives were outlined both via the whiteboard and by the teacher, and these were reinforced throughout the lesson. A deft approach to questioning was a key feature, allowing students to develop a sense of achievement and enabling the teacher to assess progress. So, for instance, students were invited at the beginning of the lesson to recall previous learning and consider the importance of having different stories of victimhood; they were reminded that Hitler’s ideas were not wholly revolutionary, and encouraged to think about what this might reveal about both antisemitism and how the Holocaust came to pass. Meanwhile, the central activity of the lesson – a two-stage card sort of features of antisemitism – allowed the teacher to check comprehension of the *Roots of antisemitism* film, and gave students the opportunity to demonstrate their skills of independent analysis and evaluation by asking them to identify three causes to explain medieval anti-Jewish sentiment. That the latter of

these activities was then subject to peer review, with students swapping their exercise books and then looking to improve or comment on these, was reflective of a class where assessment and reflection were clearly embedded.

- Conversations conducted with RWBA staff reinforced and contextualised positive elements found in the HGP plan, the History SoW, and the lesson observation. Katherine Salmon, Assistant Head, indicated how the HGP and Beacon School programme have contributed to the development of a wider culture of learning in the school, with the outcome of opening students up to thinking about the wider world. This capacity of teaching and learning about the Holocaust to enlighten and empower, was echoed by staff who have participated in UCL CPD sessions and shared their experiences in the classroom as part of the review process. A number remarked on a marked difference in students' attitude and maturity – qualities which were clearly evidenced in student voice interviews conducted with students from Years 7-13.
- The sense that both the HGP and the Beacon School programme are effecting attitudinal change was addressed in conversation with Steven Paddock, Deputy Head. Steven spoke positively of students' attitude not just to learning, but particularly to learning difficult subjects. There were, he noted, no low-level behavioural issues associated with students encountering the HGP, no defacing of public artworks or materials; on the contrary, students were resilient towards difficult subjects, and fully expected to be challenged by these. Moreover, discussions with Katherine Salmon, Nicola Wetherall, and the student voice groups indicated that where and when isolated instances of inappropriate behaviour do materialise, it is the students themselves who take the initiative and report it to the relevant staff member.
- By various measures, there was ample evidence that teaching and learning about the Holocaust works towards student outcomes that are highly prized by students and staff alike. Among senior staff, there was a recognition how the nature of some of these outcomes meant they did not necessarily lend themselves to traditional forms of assessment or data collection. Katherine Salmon suggested the holistic development of students – and the role of the HGP in this – could often be anecdotally gauged by regular external comments received by the school from the general public praising past students. For Steven Paddock, this was in keeping with how RWBA does not envisage itself as an 'exam factory'.
- The holistic development of students is a key objective of RWBA, and the HGP makes a telling contribution towards its realisation – through formal teaching and learning in subject-specific SoWs, the school's Holocaust Day, and the annual conference *Empowering Young People to Change the World*. Whilst there is a recognition amongst staff that it is not always easy to quantify student progression in terms of attitudinal or behavioural change, the HGP does not shy away from assessment. Indeed, assessment is understood as a fulcrum for progression, and – in its variety of guises – is a central part of teaching and learning about the Holocaust.
- In their 2014 submission to the Prime Minister's Commission on Holocaust Education, RWBA stated:

We appreciate the complex challenges and opportunities that teaching about the Holocaust raises as a school subject but believe that Holocaust education is possible for all if lessons are outstanding; well planned, age and development tailored, differentiated and made relevant. We believe that Holocaust education captures opportunities for holistic, academically vigorous and authentic interdisciplinary work, drawing upon different skills, ways of understanding and knowledge: this is what ensures we are illuminating the past for young people and they are best equipped to engage with this complex and challenging past. As a teaching and learning environment we understand that pupil progress and achievement cannot simply to be levelled and examined – as educators it is our job to ensure well rounded learners and that young people can flourish and excel in all areas of life; thus personal, holistic, attitudinal and behavioural development is important; teaching and learning about the Holocaust is ideally suited to this model. This is in-keeping with our ethos, values education and pastoral principles and thus the cognitive, emotional, attitude and behavioural all fuse to ensure the students have a sense of they are able to do in light of having studied this subject.

- An excellent illustration of the above is the role played by the HGP Knowledge, Attitudinal and Behaviour survey. This is completed by each Year 9 cohort before they undertake their programme of study and then again once it is completed. The survey has multiple purposes. For students, it provides them with an opportunity to reflect on and demonstrate their prior learning and subsequently their progression; for staff, the survey offers an overview of existing preconceptions and knowledge, and in turn a tool for assessing attainment.
- As part of the QM review, access was provided to the results of the past six years of Knowledge, Attitudinal and Behaviour (KAB) surveys. This data is incredibly rich and detailed, reflecting a survey which is broad, comprehensive, and an immensely impressive barometer of the impact that teaching in the HGP programme has had upon students. Furthermore, the nature of this impact is clearly positive: year on year, students consistently demonstrate progress in their knowledge and understanding, in addition to desirable shifts in their thinking.
- Whilst all students make progress in their knowledge and understanding, the trend data from the KAB survey evidences that boys outperform girls in terms of substantive knowledge of the Holocaust, by as much as 17% since 2009. Teacher colleagues during the review spoke independently of this issue of pupil progression and disparity in terms of ‘challenging the gap’ and the role of Holocaust education to positively contribute to reaching out, inspiring, engaging and – significantly – a ‘way in’ for many disaffected or underachieving boys.
- Since 2009, girls at RWBA have significantly out-rated the boys’ responses in terms of empathy and its affective elements, character or values indicators, SMSC education, personal development, reflexivity and in embracing the opportunities to explore complex moral dilemmas. Girls’ trend data since 2009 have shown upwards of a 34% reaction difference – indicative perhaps of emotional intelligence skills, but also poses questions for the Lead Teacher and SLT regarding their ambition

for a holistic, whole person approach and academic balance, and how to address the disparity between boys and girls.

- Three aspects of the survey data bear further remark. Firstly, it is noteworthy that rather than remain unchanged, the survey has altered over time. The principal change has been the addition of new questions – questions which reflect the evolution of the HGP programme, as well as more recently the insertion of a selection of questions from the UCL Centre for Holocaust Education’s national student research. These developments speak of a living, breathing assessment tool, one responsive to the programme, and to advances in terms of knowledge and understanding of Holocaust education more generally.
- Secondly – and relatedly – because of its reflexivity, the survey allows the HGP programme to credibly claim to being research informed. Significantly, in recent times this has extended to changes in the programme itself, made to ensure that the HGP is suitably addressing emerging needs and issues. Nicola Wetherall explained that a case in point came a few years ago, when evidence that students were not sufficiently grasping the notion of Jewish resistance, prompted her to make the move of including Freddie Knoller (a former Jewish resistance fighter) within the HGP’s Holocaust Day as a survivor speaker. This measure duly had its desired effect, with a reversal in the number of students who after the HGP programme believed that Jews had gone ‘like sheep to the slaughter’.
- Thirdly, the survey data casts light on a huge number of areas related to Holocaust and genocide education – from raw, substantive historical knowledge, through to the shapes of students’ genocide consciousness, to their views on denial, teaching difficult issues, and understanding of contemporary religious, social, and ethnic issues. Evidently these insights have tangible effect in terms of impacting planning and programming of the HGP, but they also hold relevance for researchers in the fields of both Holocaust and genocide education, and education more generally – especially those concerned with action research, and with how to use research to inform assessment, achievement and student outcomes.
- The HGP survey provides the Lead Teacher and the school more generally with a tangible means of measuring progress and attainment. As such, it offers a strong rebuttal to those who suggest that learning about the Holocaust cannot or should not be formally assessed. At the same time, the HGP survey is not the only way in which students can demonstrate learning and achievement. For example, as part of their lessons within RE, Ethics, and Philosophy, students have the opportunity to articulate their learning through the creation of memorials, or by undertaking personal projects (see Appendix 3 for examples of students’ artistic outcomes).
- A very powerful example of the latter had been produced by a student in Year 9; this student, ordinarily withdrawn and shorn of confidence partly due to learning difficulties, had taken it upon himself to undertake a project to recount the history of the T4 ‘Euthanasia’ programme enacted by the Nazi state against the so-called hereditarily ill and disabled. Moreover, as part of this project, the student had enlisted family members to share in his learning and to chart the various conditions

which the regime targeted. On the one level, this students' work could be assessed in a summative way, by cross-referencing his narrative of the programme with the historical record. On another, arguably more profound level, however, the time, effort, and energy this student had clearly invested in this project meant his achievement resonated in a different, more nebulous register – what was so impressive about his outcome was the very level of engagement, at least as much as the degree to which he was demonstrating accurate knowledge and understanding.

- As seen in the above example, a distinctive strength of the HGP programme and the school's holistic approach to Holocaust education is the range of opportunities it provides for students to evidence different types of achievement and outcome. The spirit in which the HGP is conducted compels teachers to be proficient in and open to a range of different ways of practically measuring assessment and progression. This can only have wide-reaching benefits; for students' learning about the Holocaust in particular, but also for the pedagogical approaches in the school more broadly.
- As previously stated, RWBA's specific lessons promote good or, often, better progress or outcomes for learners, evidenced by rigorous and developmental internal quality assurance and learning walks. Following a lesson observation, one SLT colleague commented, 'The learning is evident to anyone who sees the lesson or speaks to a student about these issues. It is an experience of what education should be.'
- George Croxford, Headteacher, spoke passionately of the 'impact of UCL Beacon School status on student outcomes... the substantive knowledge and the vast knowledge that students have of the Holocaust is evidenced throughout, we have bucket loads of evidence on that... we also have an amazing amount of evidence on values and attitudes.'
- Mr Croxford went further, placing Holocaust education, Beacon school status, and education more broadly in a very challenging and contemporary context by stating:

...when you've got a country here that voted for Brexit, things like Holocaust education are absolutely fundamental to getting the message through that... the whole idea of separation and being insular just doesn't work and is completely wrong. It feeds mistrust, division and prejudice...I would suggest in the current climate, where far right nationalism, Islamophobia, antisemitism is on the rise and when we live in fake news or post truth time, it's probably more important than ever that this programme runs and becomes stronger, and we get more Beacon Schools... it is absolutely scary some of what has gone on after Brexit and we have to be brave and counter such narratives, division, hatred, denial and falsehood with informed empathetic citizenship, we have to remember and study the past for its relevance today and I think we can, and I emphasise the can, do that in education. Indeed, I would say we must.'

- It is notable the extent to which the school's approach foregrounds personal stories. It is admirable that, since 2009, over 8,000 of its students have had the opportunity to hear direct personal testimony from at least one Holocaust survivor. The student voice panel were very articulate about the impact such visits and talks by survivors made – and, in the case of the older students, several

had sought out extra-curricular or community opportunities facilitated by the school and had heard from more than one survivor, sometimes from a range of genocides post 1945. Talking with students, staff and in reviewing the impressive RWBA HGP evidence and documentation trail it is clear what a significant contribution survivor testimony makes to Holocaust education. Since 2009, each year between 87-99% of students completing their knowledge, behaviour and attitudinal survey agree that hearing directly from survivors has increased their knowledge and understanding of the Holocaust in a way no other teaching and learning resources could. Similarly, 92% of RWBA teaching staff involved in delivering aspects of the school's HGP regard student encounters with a survivor as 'transformative in some way', a unique moment of 'awe and wonder', 'epiphany', 'connection', 'significance' and 'inspiration'. This echoes the Centre's research which found that, 'Those who had been given the opportunity to hear a survivor of the Holocaust speak in person found this an especially powerful educational experience.'

- Students talked especially about survivor Freddie Knoller's annual visits to the school and the number of books he sells and signs, the wonderful and deeply personal messages included in student thank you cards, the photos with students and the following student responses:
 - *...made [me] realise the real impact of history. All those facts and dates mean something now... I understand how they impacted on one person, one family.*
 - *There are only a few times I myself have been told something truly amazing in my short 13 years so far and I can definitely say you topped them all. You had the good times and the bad in a roller-coaster of events, but through it all did you ever doubt anything, lose your sense of humour, give up hope, feel sorry for yourself? With due respect, you must have been brave and you must have an extremely strong mind, body and spirit to witness... as soon as I walked into the School Hall I knew that we would be told something remarkable from someone equally as such - you. Thank you.*
 - *Through your tale I saw bravery, inspiration, courage, and an infinite number of noble qualities throughout. It was an honour to have the chance to hear from you.*
- The school's 2012 Beacon School status has helped maintain the impetus for survivor testimony, but was in place prior to designation as part of the broader and evolving HGP. Together it is noteworthy that since 2009, 12,189 students, parents, staff and the community had heard from at least one survivor of genocide.
- The opportunity for direct personal testimony by Holocaust survivors is time limited. This fact is not lost on RWBA staff, SLT and the Lead Teacher and consideration is underway for what such collapsed timetable days and Holocaust lessons at RWBA might look like without such hugely personal, enriching and impactful educational experiences. The school's submission for the Prime Minister's Commission (2014) acknowledged that:

Holocaust education is fast approaching a crossroads and must address its future direction and shape in a world with fewer and fewer able to share their stories, and ultimately, no survivors. For Royal Wootton Bassett Academy, this is a significant challenge and we are pleased to be involved in this consultation seeing it as an opportunity to thank the survivors who visit our own Academy and tirelessly travel to schools across the country, for their contribution to Holocaust education but to also be part of the reflection and planning for the time when we cannot use direct survivor testimony in our work. It is vital all those educational organisations in the field engage with this issue now and that those of us in schools maximise our voices to ensure as much of the survivor testimony is recorded in some way for we know students engage with survivors in a unique way – it transcends textbooks or other activities, video testimony or other educational or enrichment visit. A survivor's story is a personal experience and encounter: everyone takes something different from the opportunity. The breadth and impact of survivor experiences is remarkable.

- 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. It is also linked to staff knowledge and understanding of individual students' strengths and weakness. In these ways, one can only agree with the 2013 Ofsted finding that 'written assessment and feedback to students provide advice and further challenge them, promoting further progress. Where there is real dialogue between the teacher and student through written comments and responses, students develop excellent understanding.'
- While the same Ofsted report suggested the school look to 'make sure that students maximise their progress', partly by way of marking and written exchange between teacher and student, this review has found this not to be an issue in the case of teaching and learning about the Holocaust. Through the HGP SIP, the History SoW, and work scrutiny of students' books, written assessment is evidently at the forefront of teachers' thinking and practice. Again, in this manner, the HGP's practice could well have instructive potential for teachers in other subjects in the school.

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

- ‘Being a UCL Beacon school moves teaching and learning forward, I believe, massively’ – RWBA’s headteacher George Croxford.
- In its most recent report, Ofsted (2013) remarked how ‘the school is recognised for its exemplary approach to education about the Holocaust and genocide’. This review has found a cornucopia of evidence supporting this conclusion, and can see substance to Croxford’s claim, but the centrepiece of RWBA’s excellence in Holocaust education is the quality of its teaching and learning.
- Teaching and learning about the Holocaust at RWBA is intrinsically related with its strengths in relation to assessment, achievement and student outcomes. This is as it should be, of course, but the synergy between these components is not always understood nor acted upon in the manner that it is within this school.
- The lesson observation undertaken in this review chimed with many of the findings reported in the 2013 Ofsted report. The teacher had ‘high expectations’ of the students, but did so in relation to his knowledge of their abilities and potential. Accordingly, during the lesson all students demonstrated sustained engagement – a reflection, no doubt, of how they were both able to access the tasks set for them, and found these suitably challenging.
- The lesson observed drew heavily on UCL materials and activities and – crucially – bore key hallmarks of quality teaching, a combination that created powerful learning opportunities. Objectives were clearly outlined from the start and logically built on the previous lesson of the SoW, with students invited to demonstrate their existing knowledge and understanding. The activities both consolidated what students knew and understood at the same time as expanding these. The film advanced their awareness of antisemitism as a historical phenomenon, while the sorting exercises gave students the opportunities to apply their knowledge and understanding, and engage in analysis and evaluation. Throughout, the teacher intervened as and when necessary to advance learning, with particular strengths being his questioning and attempts to ensure students were thinking about concepts and conceptual frameworks and not just substantive knowledge. This dual objective mirrored one of the distinguishing features of the History SoW, as mentioned in the previous section.
- A number of the features of the lesson observation were raised in focus group discussion with staff. For example, staff spoke of a proclivity for personal stories in their teaching, as a means for achieving student understanding of complex subject matter. Similarly, the importance of contextualisation was strongly advocated, as was the need for developing inquisitive mind-sets. 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. In pursuit of this, staff reflected on the need to strike a balance in teacher talk – to enter into what Paul Day called a combination of ‘*talk[ing] at, to and with*’ students, with considered questioning identified as absolutely crucial to this endeavour.

- Since 2010, the RWBA HGP Year 9 Holocaust Day has been subject to internal quality assurance learning walks conducted by Lead Teacher Miss Wetherall and SLT colleagues and with external verification from a range of expert visitors; of the 72 learning walks conducted; 67 were rated outstanding (94%), 3 good (4%), 2 satisfactory (2%). This provides tangible annual evidence and tracking as to the quality of teaching and learning about the Holocaust at RWBA.
- This review concurs with the 2010 comment of a visiting HMI reviewer who, having observed a Holocaust focused lesson noted:

The engagement of students, their understanding and empathy is quite unique – a truly holistic and powerful learning experience. It is hard to judge this against any criteria as we have never seen anything quite like this. Extraordinary.

- Comments such as those that emerged from the focus group discussion have direct correlation with the pedagogical principles of the UCL Centre. Given all of those participating in the group had previously undertaken some form of CPD from the Centre, this is perhaps not surprising, and thus reflects how embedding the pedagogy of the Beacon School's programme requires both integration into the curriculum and dissemination through professional development. For example, the RWBA HGP applies a 'No graphic images, no Hollywood interpretations...' policy, and instead, as one field stakeholder and *Empowering Young People to Change the World* funder visiting the school noted 'Students are quite simply overwhelmed by the power of the evidence or the individual's stories they encounter.'
- Staff reported increased pupil engagements and enthusiasm regards Holocaust education, and the HGP more broadly. For example:
 - 'The pupils have been keen to learn, much more engaged and have produced work to a much higher standard...'
 - '...it's like they [the students] feel compelled to raise the bar by the subject matter...'
 - '...their effort and quality of insight demonstrates a care and concern for this history and the stories they encounter along the way...'
 - '...it is such a powerful stimulus for learning.'
- Another commented that students '...have been more engaged, enthusiastic and at times moved by the materials. I sense a passion with some of them when doing the UCL activities and exploring these issues and personal stories, that I have never seen before.'
- The potential benefits to be reaped from this process extend beyond 'just' advancing the quality of Holocaust education. As Thomas Roberts, an English teacher who participated in the focus group

explained, the pedagogy of the HGP and the UCL Beacon School programme was evident across the school, with students demonstrating criticality in a host of subjects and scenarios wholly divorced from the Holocaust, at the same time as exhibiting a positive attitude towards risk in their learning. These traits are highly prized by RWBA, and whilst it is difficult to measure precisely how far these school values have been inculcated by the HGP and the UCL Beacon School programme, it is clear both of these projects are bringing whole-school benefits.

- Conversations with key staff confirmed this sense of the HGP and Beacon School programme acting as driver for changes in practice. As Tim Waldron, Head of RE and Personal Development at the school, put it, while the material of the HGP lent itself to Ethics and Philosophy, it could be transferred to other subjects as could its learning methodologies. For him, the HGP was instrumental in providing students with ‘the toolkit for tackling intolerance’, with its impact measurable in the attitude of students and their willingness to talk about issues of contemporary concern. For staff, Mr. Waldron was keen to place emphasis on the transferability of the HGP’s and the UCL Centre for Holocaust Education’s evidence-based approach, with its emphasis on reasoning.
- 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. Indeed, it transpired that some enjoy the subject so much, they have organised a peer-run book club to discuss texts and other genocides after school. Though one has to exercise caution in how far this is claimed to be reflective of the attitude of the whole student population, the existence of this book club – and the attitudes displayed in the student voice discussion – cumulatively suggest a widespread commitment to and love of learning about this subject.
- Within RWBA, staff and students alike have a shared passion for teaching and learning about the Holocaust – in spite, or perhaps precisely because, of its complexities. Evidence for this could be found in work scrutiny, discussion with staff, conversations with students, and lesson observation. It was also in evidence during conversations with figures from the Senior Leadership Team. According to Katherine Salmon, students are now actively involved in the planning of the HGP Holocaust Day, inculcating ownership of learning and communality between staff and students. A corollary of this feeling of involvement and participation has been what Salmon alluded to as a culture of opportunities and experiences: students are aware of how the HGP is programmed, they know where and when in their secondary school careers, they will have particular encounters, and this fosters a shared sense of being part of something more than a programme of study.

- Within the student voice focus groups these elements came to the fore, with students who had yet to undertake elements of the HGP programme nonetheless aware of what lay ahead of them, and enthusiastic about having these encounters. Furthermore, it was noticeable that even those students yet to formally encounter the Holocaust in their learning, were nonetheless willing and able to offer their thoughts about it.
- The whole-school approach of the HGP is very successful, but – importantly – does not compromise subject disciplinaryity. Instead, as work scrutiny revealed, teachers have a clear understanding about the mechanics and principles of their own subject: they are aware of the knowledge domains, conceptual frames and disciplinary processes specific to their classroom, and thus know what learning about the Holocaust in their subject context can and should look like. As such, this review corroborates the school's latest self-evaluation judgements that 'all teaching staff are subject specialists in their respective areas', and 'subject specialism and knowledge results in students making strong progress.' (SEF; 2017)
- The importance of the subject expertise of RWBA staff should not be understated. At a time when the field is awash with calls for cross-curricular approaches to Holocaust education, and when quite distinct terms like interdisciplinary and multidisciplinary are carelessly used interchangeably, it is easy for the pursuit of holistic learning to lead to an erroneous belief that subject boundaries can and should be transcended. The HGP offers a powerful rebuttal and corrective to this tendency. Through its structures, procedures and organisation, teaching – and, by extension, students' learning – is cognisant of what it is legitimate and possible within distinct subject disciplines, and is in turn able to support the rounded development of knowledge and understanding.
- Staff working on the HGP are all prepared to take risks, innovate and improvise in order to provide students with opportunities to advance their learning. This was particularly evident during the lesson observation, where the teacher demonstrated responsiveness to the needs of students and to challenges arising from the delivery of the UCL material.
- Given all the above, it is telling that having responded to the 2014 Prime Minister's Holocaust Commission 'call for evidence' with a 22,000 word, 26-page submission, RWBA was one of just two schools named in the subsequent 68-page Prime Minister's Holocaust Commission report, and repeatedly referred to as an exemplar of excellence. This review find such national recognition unsurprising and well deserved. The Commission report noted:

Some headteachers are deeply committed and provide excellent leadership. They demonstrate what is possible. For example, at the Royal Wootton Bassett Academy, Holocaust education plays a central role within the curriculum and ethos of the school. Their programme has grown into an initiative committed to exposing the evil of prejudice, injustice and hatred in all its forms whilst celebrating civic values.

- Similarly, it is notable that when the House of Commons Education Select Committee launched its inquiry on Holocaust education (2015) and held a single oral evidence session, several of its written

and oral submissions by experts and practitioners referred specifically to RWBA HGP's good practice. RWBA's written submission is available via the House of Commons website and is a matter for public record – including, as with its Commission submission, its ringing endorsement of the impact of UCL Beacon School status. The Education Select Committee's Holocaust Education inquiry report was published in 2016 and RWBA is among two named schools referred to for best practice.

- It is testimony to the emerging repute of the school's work and influence in the field that, when the Department for Education offered its formal response to the Education Select Committee's Holocaust Education inquiry findings, RWBA enjoys significant praise, recognition and prominence, as the only named school throughout:

The Royal Wootton Bassett Academy (RWBA) for example, has a whole school, holistic programme of Holocaust, Genocide and Human Rights Education (HGP) that has gained national and international recognition. The programme has played a central role within the curriculum and ethos of the school since 2009, starting with an inaugural Year 9 collapsed timetable Holocaust Day, including the opportunity to hear survivor testimony and a student-led Awareness and Memorial Evening. It has since grown into an initiative committed to exposing the evils of prejudice, injustice and hatred in all its forms whilst celebrating civic values from Years 7-13. RWBA has a long-standing relationship with the UCL IoE's CfHE [Centre for Holocaust Education], including participating in their Beacon Schools project and was among the first schools to pilot and trial CfHE's online Pupil Research. The HGP has incorporated workshops on the genocides in Rwanda, Bosnia and the situation in countries recognised on the Genocide Watch list.

They also have links with organisations such as: the US Holocaust Memorial Museum; the Aegis Trust, which works to prevent genocide and mass atrocities worldwide; and Most Mira – Bridge of Peace, a UK and Bosnian charity working to encourage understanding and tolerance between young people of all backgrounds in the Prijedor area.

3. The personal development/wellbeing, behaviour and safety of students

- RWBA is a warm and welcoming school. Around the building staff are friendly and hospitable, with students courteous and well-mannered. Within both the lesson observation and student voice focus groups, student behaviour was impressive, while student interactions – both with adults and their peers – were considered and considerate. The way in which these young people conduct themselves speaks to a sense of feeling safe and secure, on the one hand, and an identification with the values, ethics, and ethos of the school on the other.
- All safeguarding procedures for visitors are observed, whilst students speak with confidence and are positive when engaging visitors; such as Annie from Year 13, who led the tour of the school, and the students participating in the focus groups.
- Personal development is a key priority for RWBA, sitting at the heart of its aims and values (Prospectus, 2013-14). According to the school's latest self-evaluation (SEF; 2017), 'students feel valued and well informed about how to keep themselves safe from each other, the internet and in the community'. One of the main conduits for this learning are Personal Development days (PDs), which are part of the curriculum for all year groups.
- Students' personal development is also encouraged through a personalised programme known as i-Learn. This initiative enables students to 'work with tutors on understanding how they learn and ways to develop their skills' (Prospectus, 2013-14). Praised by Ofsted (2013) for being 'exceptionally well-planned sessions', these timetabled lessons begin each school day and are led by tutors to 'allow students to develop mature and extremely positive attitudes to learning.' The content of the i-Learn programme is varied and diverse, but includes emotional intelligence, interpersonal and intrapersonal skills on the one hand, and aspects of PSHE and Citizenship curricula on the other.
- Tellingly, the HGP SIP makes explicit its intention to utilise the learner profiles generated by i-Learn and PDs in order to 'encourage risk tolerant approach' among students towards the programme. Furthermore, the HGP SIP also identifies i-Learn as a means of feeding in to holistic and character value development as well. This identification is notable; partly for how it evidences intelligent planning, but also for what it reveals about how the HGP contributes to whole-school initiatives in one direction, and in the other how the HGP helps to further and develop these.
- This impression was confirmed in discussion with Tim Waldron, Head of Personal Development. As he explained, embedded in all of the PDs is developing students' understanding of intolerance, an underscoring diversity of opportunities, and fostering ideas of inequality. In these ways the PDs play an important role in what Ofsted (2013) described as 'the school's outstanding promotion of spiritual, moral, social and cultural education' (SMSC). In the pursuit of such open-mindedness Mr. Waldron spoke of how the themes and values covered in the HGP had considerable resonance, providing students with foundations on which to develop their understanding of and thinking about transhistorical and contemporary issues.

- This is confirmed in the school's self-evaluation of 2014-15; here the HGP is listed as a key component of RWBA's approach to SMSC ('The "Bassett Way"'), and essential for realising the 'aim to cultivate and promote core values that provide... students with moral standards, empathy, responsibility and tolerance to enhance their lives and the lives of others as global citizens.' For its part, the latest HGP SIP both indicates where the programme should refer to and be compliant with whole school policy on SMSC, Prevent and other policies, at the same time as identifying 'opportunities [for the HGP] to develop wider staff skills and understanding of SMSC.'
- The latest Ofsted report (2013) noted students' awareness of anti-social behaviour and sensitivity to 'issues such as racism and homophobic bullying'. Whilst these are not principal objectives of the HGP, it is evident – as noted elsewhere in this report – that students' consciousness of these issues has been augmented and advanced by their engagement with the programme and the centrality the programme has within the school. In this vein, Katherine Salmon, Assistant Head, explained not only do students take it upon themselves to not tolerate discrimination or prejudice, but students can articulate *why* a type of behaviour is wrong or inappropriate.
- This competency, though by no means the outcome of teaching and learning about the Holocaust, is – one would imagine – often informed by knowledge and understanding students have acquired as a result of the HGP programme. It is corroborating of the Ofsted finding (2013) that 'the school emphasises developing students' moral standards, tolerance and responsibility towards others.'
- Neither staff nor students reported the existence of antisemitism within the school, or of any recent antisemitic incidents. There was also no record of parental concerns or complaints regarding the teaching of the Holocaust in school. Rather, senior staff reported widespread parental engagement with the HGP.
- In conversation, Steven Paddock explained RWBA is currently in discussions with Professor Bill Lucas, Director of the Centre for Real-World Learning, University of Winchester, over the prospect of action research into whether intervention in character trait development can increase student attainment. This prospective collaboration is illustrative of the seriousness with which the school takes personal development, but also of the value the school places on educational research. Moreover, it is apparent that should this research go ahead, the HGP is regarded as providing an excellent case study for analysis.
- Holocaust education has been internally and externally verified for its contribution. In 2010 a visiting HMI commented:

Holocaust and genocide education, as part of the wider ECM [Every Child Matters] agenda at Royal Wootton Bassett Academy is a significant strength, creating proper, respectful people. There is an overwhelmingly positive ethos, attitude and respect for the other, and all the complex issues it covers. The engagement of students, their understanding and empathy is quite unique – a truly holistic and enriching learning experience'.

4. The leadership and management

- Within the latest Ofsted report (2013) leadership and management were found to be ‘outstanding’, and this review can only reiterate this praise. In conversation, the Headteacher and senior leaders were found to be highly focused and dedicated to maintaining standards of teaching and learning, as well as extremely committed to furthering students’ progression and personal development.
- The Headteacher and senior leaders could not have been clearer about their steadfast support for the HGP and Beacon School programme. Across the board the senior leadership team who participated in this review process were unequivocal about the value of the HGP to the school, its contribution to advancing the quality of teaching and learning, and how its capacity to challenge students had fostered engagement. This support is, of course, crucial; it allows the Lead Teacher to go about her work with the confidence of having the backing of senior leadership, and it ensures the HGP and Beacon School programme have a prominent status within the school.
- George Croxford, Headteacher, has steadfastly supported and endorsed the UCL Beacon School programme. Throughout the review, he and SLT colleagues commented:
 - ‘I’m proud to be headteacher of a UCL Beacon School because it recognises that our Holocaust education is right up there...’
 - ‘Being a UCL Beacon School has been fabulous recognition for our school for what I see as one of the most important parts of our whole person education...the students love it. The students respond fantastically to it.’
 - ‘It’s important as a headteacher that you get a badge that says your school is brilliant at something. Our Holocaust education and Beacon School status, isn’t about me, it’s about what the whole school does... and leading a Beacon School recognises that.’
 - ‘Beacon School status is formal recognition that this programme that we have here and that we know works and influences students... we can share that with other schools; as a leader I know what a difference it’s made to our school and students and so we try to share best practice and welcome others to our network’.
 - ‘Schools move forward when they share best practice and ultimately, if you’re a Beacon School you have to share best practice. That’s what we want to do, to spread the word.’
- In recent years, the Headteacher, George Croxford, has become an important spokesperson in the national field of Holocaust education. As a staunch advocate of both teaching and learning about the Holocaust and the benefits that come with the Beacon School project, Mr. Croxford’s views carry weight and credence. Bearing that in mind, his candour about the financial challenges he faces – and the implications these have for the school’s continued Holocaust-related activities –

was sobering. As he explained, whilst there was no question about the desire for the school to maintain its commitment to providing Holocaust CPD for its staff, the realities are currently such that will alone is not enough. Issues over the provision of staff cover and the staff travel expenses were but two matters he cited as key challenges facing Headteachers nationwide at present; challenges which the UCL Centre must take on board and attempt to address.

- The pressures RWBA are facing have not dampened ambitions for how the school moves forward with its provision of Holocaust education. Conversation with Mr. Croxford and Mr. Paddock saw them highlight the prospect of the Academy expanding into the primary sector, a move which was seen to open the potential for the development of a spiral Holocaust curriculum. It was also revealed that Professor Carol Vincent from the UCL IOE will be visiting RWBA to look at how the Holocaust relates to the development of British values – an aim which the school takes seriously and sees as being directly relevant to Holocaust education hence the invitation for the Centre’s Tom Haward to lead a Britain and the Holocaust twilight in April. Such initiatives and plans reflects the importance leadership within the school attach to teaching and learning about the Holocaust.
- Day-to-day leadership and management of the HGP and Beacon School activities is the exclusive responsibility of Lead Teacher Nicola Wetherall. Through discussions during the review visit, work scrutiny, relevant documentation such as the HGP’s contribution to the SIP, and conversations with other staff members, there is an abundance of evidence that the condition of Holocaust education within RWBA owes an incalculable debt to Miss Wetherall’s time, effort, and energy. Not only has the Lead Teacher provided the vision of RWBA’s whole-school, holistic approach to Holocaust education, she has also put in place the relevant structures, necessary frameworks, and required procedures to translate the vision into reality. Furthermore, in addition to her teaching she continues to actively contribute to the upkeep of the HGP, undertaking such tasks as are necessary to ensuring the programme continues to meet the criteria of the Performance Intentions. This includes compiling and analysing data, tracking; oversight of the school’s Holocaust Day; organisation of its CPD programme; work scrutiny of all departments involved in the HGP; as well as meetings with stakeholders; organising the *Empowering Young People to Change the World* conference; lesson observations and learning walks. All told, this is an incredible amount of activity; all the more impressive given how it is achieved within two working school days a week.
- The status of the HGP programme and later Beacon School status and its impact upon the Academy was recognised in 2012 by the creation of an Accelerated Learning Bursary which enabled Miss Wetherall to further embed her programme in the ethos of the Academy, formalise her role and SLT support by giving the time and resource to back it. The aims of this role were stated as: 1. To develop and embed HGP across the school (cross curricular/interdisciplinary approach), 2. To improve the quality of teaching and learning experience of Holocaust and Genocide Education across the school, 3. To support creativity and innovation locally/nationally in resources and teaching/learning strategies of HGP and 4. To devise a methodology for monitoring attitudinal/values changes as result of pupil participation.

- The Bursary was originally offered for a one year term, recognition of the organisation and hard work involved in developing and sustaining such a programme. But in 2013 this was amended and Miss Wetherall is now a recognised Lead Practitioner (on par with Citizenship co-ordinator, Subject (not department) Lead – and her pay scale and progression reflects this. RWBA has innovatively developed this role as a means of internal promotion in recognition of this achievement and its emerging prominent contribution to RWBA life. SLT throughout the review noted they would recommend that such leaders are identified in schools and that roles be made available to them – within a Teaching School environment this may lead to SLE (specialist leader in education) status, but Mr Croxford, as noted previously, cautioned that despite this being ideal, dire school funding will prevent many schools from such investment in people.
- As much as the HGP and the Beacon School programme within RWBA firmly bear the imprint of the Lead Teacher, these initiatives nevertheless have long-term sustainability. In many respects, teaching and learning about the Holocaust and other genocides has become an institutional priority for the school; its relevant programmes are embedded within the fabric of the school's curriculum, with students and staff alike having a shared sense of their relevance and salience. In so doing, this reflects how the Beacon School status should lie not with an individual teacher but with the school as an institution. This brings with it two benefits: first, that the programmes will be insulated from whatever external challenges may press against the school in the short- to medium-term, and second that the programmes will survive any internal change of personnel – be that within the senior leadership team, or the Lead Teacher herself. Getting to this position of sustainability would not have been possible without prudent leadership and management, but this should not preclude succession and/or contingency planning.
- The most recent Ofsted report (2013) found 'the governing body works very closely with the Headteacher and other senior staff', and 'governors keep up to date with appropriate training and examine information about the school's performance so that they can evaluate the school's progress.' Nicola Wetherall gave further insight to how this relates to the HGP, explaining that a named Governor is linked to the Lead Teacher, with the latter reporting at least once per annum. Furthermore, in keeping with the Ofsted findings, Miss Wetherall explained there is always governor representation at events, including taking the role of Chairing sessions at the *Empowering Young People to Change the World* conference and attendance at the Gala and Awards Dinner. Such active involvement in the work of the HGP and Beacon School programmes is testament to the spirit of leadership and management found at RWBA, and has telling benefits for the prestige of these initiatives.
- The 2016-17 SIP, together with the SEF of the same year, is underpinned by a commitment to student progression and, by extension, continued excellence in teaching and learning. The standards by which RWBA measures its own success and achievement are rigorous, reflecting senior leaders' determination for the school to keep moving forward. This sense of not resting on laurels but rather continuing to look for improvement was encountered in this review through discussions with staff and work scrutiny. The schools' 2014 Commission submission acknowledged

that despite its valued and respected Beacon School status and the deserved recognition achieved to date, still:

...the work of the HGP is not done – we have an excellent model that meets our vision, aims and students' needs. Through quality assurance and constant evaluation and reflective practices we review, adapt and innovate; it is not fixed or static. Rather it is responsive and evolving. What works and is unique or special about RWBA's programme may not necessarily translate to our schools – but elements of it might. It may inspire others to explore how Holocaust, genocide and human rights education is possible in their schools – but challenges remain.

In sum, SLT, the SIP/SEF and review evidence garnered are clear indicators of the importance of Holocaust and genocide education to RWBA, and the resolve to retain the centrality of these endeavours to the school's curriculum.

5. Commitment to CPD and networks

- It is necessary to acknowledge here that Royal Wootton Bassett Academy's programme of Holocaust education, genocide prevention and awareness of human rights, its HGP, was in place prior to UCL Beacon School status and independent of other organisations. That said, Lead Teacher and SLT consider it to have found its natural pedagogical, teaching and learning principles at home and substantiated by the work of the Centre. The school notes, 'Whilst we had a programme that was unique and emerged outside of the Centre, over the years our contact and collaboration has grown into a mutually beneficial and reciprocal relationship of collaboration that has befitted from a pre-existing and fast growing network - not least because of the Beacon School status that came in 2012 and our HGP Lead Practitioner programme now working part-time as Schools Network Coordinator.'
- The key questions remain why the partnership with the UCL Centre and what is distinctive about its approach given the 'crowded field' of Holocaust education. Furthermore, how has Beacon School status added value to RWBA students and staff in terms of teaching and learning about the Holocaust, and more broadly their networks? The answer that came back clearly throughout the review was Research informed practice. Both Miss Wetherall and Mr Paddock spoke of RWBA hosting and offering the Centre's CPD to staff and network partner schools

...because of our commitment to research informed teaching practice. As a Teaching School, research and development in teaching and learning is crucial and thus the impact upon teaching approaches, methods and resources is fundamental in the on-going development of staff. It is crucial that such theory or academic research is embedded in practice and is used to positively impact upon students' learning; if it doesn't, then it is not relevant, being misused or ignored. What UCL offers in terms of approach is an innovative and engaging package of CPD truly responsive to actual classroom needs and that moves our school forward and is great to share with others too.

- Since September 2013, RWBA has been an accredited Teaching School. The Academy is also the lead school for the North Wiltshire Teaching School Alliance (an alliance of 11 primary and 2 secondary schools), and a member of the Challenge Partnership. CPD provision (in a multitude of forms) and networking with schools are a priority for RWBA, with the Teaching School designation coming with Key Performance Indicators that the Academy is required to meet. It is within these contexts that RWBA demonstrates an exemplary commitment to the provision of Holocaust education CPD for its staff, and is ideally positioned to make a telling intervention in the professional development of staff within its networked schools.
- Internally, the value placed by the school on Holocaust education CPD is borne out by the sheer number of RWBA staff who have at some point engaged in formal training since 2012. 64% (n.79) of current RWBA staff on roll have participated in some form of Holocaust education CPD, while 14 former members of staff had specialist training during their time at the school. This makes for a total of 93 teachers who have benefited from CPD in Holocaust education by virtue of their

employment at RWBA. In addition to these figures, six current Teaching Assistants or Support Managers have engaged in CPD, while four members of existing RWBA staff have completed the UCL Centre's MA module *The Holocaust in the Curriculum*.

- The above statistics are extremely impressive. In their scope and their achievement over time, the figures are the product of well-designed CPD provision, and the result of sustained support from Senior Leaders within the school. This much was evidenced through key documentation such as the HGP's SIP and the whole School Improvement Plan, as well as conversations with key figures like Mr. Paddock and Mr. Croxford.
- Within RWBA there is not just a concern for staff to receive CPD in Holocaust education, but for this training to be high quality. Accordingly, all CPD provided is tracked and evaluated by the Lead Teacher Miss Wetherall. This process is undertaken in the context of the school's priorities and objectives, directly informing how Miss Wetherall refines and develops the HGP. So, for example, one finds in the HGP's SIP remarks such as 'suggest opportunities to develop wider staff skills and understanding of SMSC', targets like 'host (min 3) CPD opportunities (twilight workshop and/or presentations) on leadership, staff & students' wellbeing and mental health', and aims along the lines of 'identify all CPD needs for HGP WG staff or new staff members who may deliver key aspects of the programme AND ensure that when it takes place, it is acted upon, circulated and evaluated.'
- This and other evidence points to a highly professional, rigorous, and systematic approach towards CPD provision – one which is reflexive to staff needs, but also explicit in how CPD is to help to advance teaching and learning on the ground. In this regard Miss Wetherall is quite correct to note as a strength in her SWOT analysis the range and accessibility of CPD on offer to RWBA staff.
- In conversation, Katherine Salmon spoke of how members of staff feel very privileged to be a part of the HGP, and see opportunities to bring aspects of the programme and its approach to teaching and learning into their general practice. This chimes perfectly with recommendations for good practice, such as that forwarded by the Teacher Development Trust, that 'professional development should consider the importance of focussing on generic and subject-specific pedagogy'. It also helps to explain why, in Mrs. Salmon's words, younger members of RWBA staff are 'blown away' by the HGP and its associated CPD.
- RWBA staff comments regards their HGP CPD provision, both internal and external, are overwhelmingly positive and complimentary. Of the various UCL Centre for Holocaust Education CPD events at the school (holding CPD days twice a year, twilights termly) teachers commented:
 - 'An amazing experience...It has definitely changed, challenged and informed my practice.'
 - 'Research based evidence that informs the sources/resources and teaching methods that are trialled are everything a teacher needs. Wow.'
 - 'Really insightful CPD – totally engages you, makes you think and is relevant and transferable pedagogy. The sessions like Britain's responses to the Holocaust and all the

work on Leon are so compelling as they are more relevant now than ever before. As a historian, I loved their use of archive material.'

- 'Fantastic sessions – mix research, theory, historical skills with wonderful best teaching practice, so refreshing and relevant. Doesn't matter whether I am teaching the Holocaust or not I have a new toolkit and set of ideas to apply in my classroom'.
 - 'The sessions are always fascinating, shocking and the session leaders are so knowledgeable - always an eye-opener! I never leave with all the answers, just new Qs and with so many more ideas and approaches and stories or examples to share.'
 - 'No matter what sessions I come to, the day or twilights, they are extremely enlightening which have always inspired me to open this disturbing and complex knowledge to my pupils in responsible, new and innovative ways. Amazing CPD – the best quality and mix of theory, content and practice I have had.'
 - 'Genuinely so good...this CPD isn't just about Holocaust education, but about quality education full stop... I can't recommend it enough, and not just for history teachers either!'
- Headteacher George Croxford has himself participated in UCL CPD at the school and actively endorses the pathway of professional development modelled by the Centre among his contacts and networks. He states:
The Centre's training is absolutely brilliant. It's about developing an enquiring mind...which I think is massively, massively powerful.
 When asked about the impact or value of the training offered, he responded: *'...proof of this impact? We have abundant proof. We have staff all over our school, in every single department who have all done aspects of UCL training which has moved their practice forward...we have our own SCITT... they have absolutely loved this training because it's about dealing with difficult issues, we know what a difference this has made to teaching and learning in our school, and if for no other reason, that is the perfect reason why other Headteachers should do Holocaust education and apply to become a UCL Beacon School.*
 - George Croxford continues:
'The training provided as part of the Beacon School year is unsurpassed in terms of depth, expertise and enrichment' and so there is a clear commitment to sharing these opportunities within local, regional and national hubs. Mr Croxford states:
I believe that schools should apply for UCL Beacon School status because in education it's all about sharing... You see failing schools who become narrow and insular... and I would suggest we are one of the most outward facing schools and we give to as many schools as possible and I think it's your duty as a headteacher to be doing that, so if you have something wonderful, like a specialism in Holocaust education, then you should absolutely be becoming a Beacon School. You get fabulous recognition of a superb programme; you have superb teaching and learning

going on; and you can share your wonderful practice and CPD with other schools, which is what I believe education is all about. By sharing with others, you are reflecting and refining your own practice and so you move forward.

- In the school's submission to the Prime Minister's Commission (2014), Mr Croxford further championed the UCL Centre for Holocaust Education's CPD. He stated:
In a school where Holocaust and genocide education is championed it is essential our staff have on-going professional development that specifically equips them with the confidence, skills and best practice to deliver this challenging content in a responsible, engaging and innovative way. The UCL CPD package provides all of the above and we continue to see its research-informed approach, ethical and pedagogical principles impact upon teaching and learning across the school. It is imperative funding is secured to sustain and roll out this programme to wider audiences; and that whatever ITE, Schools Direct or other initial teacher training pathway is favoured by government that the UCL training features as a component for all entering the profession – irrespective of subject discipline. It is vital headteachers and senior leaders responsible to CPD are aware of this opportunity and its relevance to their whole school ethos, T&L strategy and provision for progression and training so as to release staff for such training and embed such principles and practice in their schools.

This gracious and genuine recognition of the Centre's CPD was tempered by the previous remarks concerning the practical and financial limitations of access and the need for policy support. It also chimes with the Education Select Committee's Holocaust Education Inquiry (2015) and its subsequent comments and recommendations (2016).

- Discussions with staff members who have participated in CPD provision tied to the HGP found teachers to be glowing in their praise for how their teaching about the Holocaust and their general practice had improved because of their experiences. Relevant here are remarks noted in previous sections of this report regarding the transferability of Holocaust pedagogy, in addition to comments made by staff about changes in how they conceptualised questioning in the classroom and their approach to this key endeavour. Again, this corroborated Miss Wetherall's SWOT analysis that staff who have participated in the HGP and its CPD are more confident in their teaching – especially in relation to difficult and challenging subjects.
- CPD provision through the HGP and under the auspices of the Beacon School programme, have made a discernible impact on the staff of RWBA. The lesson observation undertaken during this review further substantiated this, with the teacher demonstrating a thoughtful approach to his teaching which was cognisant of and responsive to the needs of his students. Meanwhile, work scrutiny and discussions with the student voice focus groups provided further insight into how CPD provision has directly – and positively – impacted teaching and learning.
- Externally, CPD related to Holocaust education is an important component of the training that RWBA offers to teachers at its partner schools and affiliated institutions. This is particularly the case with trainee teachers at the beginning of their careers. Since 2012, 71 PGCE Humanities students from the University of Southampton and 12 PGCE Humanities students from the University of

Winchester have received training specifically in Holocaust education at RWBA. These numbers are augmented by 62 trainees at RWBA enlisted on School-centred Initial Teacher Training (SCITT).

- Existing teachers within RWBA's network have also benefited from Holocaust education CPD provided by the school. For example, 51 staff in local schools have participated in a CPD event of some description, together with 62 other professionals from the school's network. Such opportunities that use Holocaust or genocide and human rights education as a vehicle for exploring the teaching of and learning about difficult, controversial, sensitive or challenging issues cannot but be applauded – it serves to inform, inspire and empower teachers with the confidence, knowledge and skills, strategies and materials. Such CPD contributes to driving generic quality teaching and learning improvement which has considerable value, especially within the context of the NWi TSA and North Wiltshire SCITT. Of equal significance is the SLT recognition of the role such CPD opportunities play in whole school improvement.
- The extent of Holocaust education CPD provision to external teachers and other education professionals indicates how RWBA does indeed act as a dynamic hub in the development of teaching and learning about the Holocaust. Over recent years the school has acquired not just a local or regional reputation as a centre of excellence for Holocaust-related CPD, but a national profile. It has attracted the attention of leading individuals in the education sector, influential bodies (such as the United Kingdom Holocaust Memorial Foundation), and classroom teachers who are prepared to travel – sometimes great distances – to attend the school's events. At the same time, successive cohorts of Beacon School Lead Teachers frequently contact and liaise with Miss Wetherall, seeking her advice and counsel in how to develop their own school's practice.

Phase 4: Summary reflections of quality mark visit

Because of these activities, the reviewer would like to report

What went well

- While the school's successful Holocaust, Genocide and Human Rights Programme has been running since 2009, since its participation in the inaugural Beacon School initiative in 2012, teaching and learning about the Holocaust in RWBA has gone from strength to strength. RWBA now boasts 22 partnerships with local and national secondary schools, has received national and international plaudits, and can point to tangible evidence of impact on successive year groups of students.
- RWBA places great store on its UCL Beacon School status. Teaching and learning about the Holocaust is a central feature of school life and its curriculum: it performs a crucial role in the pursuit of holistic education, in particular SMSC provision, and is understood as bringing with it a host of pedagogical benefits in multiple curriculum areas.
- The importance of the HGP and the school's Beacon School status is clearly understood by all staff. The position of these initiatives within RWBA is testament to the skill, dedication, and passion of the Lead Teacher, Miss Wetherall, and has been made possible thanks to the unstinting support of Senior Leaders within the school, particularly Headteacher Mr. Croxford. Both of these components – inspired leadership from a hard-working Lead Teacher, and advocacy from a Headteacher who understands the significance of Holocaust education – have been fundamental to the school's success.
- Despite its successes in Holocaust education, RWBA is not complacent. Rather, it has established a system of processes and procedures that are scrupulously maintained to ensure teaching and learning is of the highest possible standard. These measures serve in their own right as forms of quality assurance, ensuring teaching and learning is intelligently and sensitively conducted. Notably, however, these frameworks are scaffolds and not cages: whilst they maintain rigour and safeguard standards, they are not immutable and rigid; rather, they are reflexive enough to respond to ongoing evaluation, analysis, and emerging challenges.
- Standards of teaching and learning about the Holocaust within RWBA benefit from a coherent approach to curriculum design. Through the HGP, students have opportunities to develop and extend their knowledge and understanding in multiple disciplinary realms. This allows teachers to make the most of their subject specific expertise, and so empower students to acquire various epistemological perspectives on the Holocaust and genocide.
- Pedagogical practice in Holocaust and genocide education at RWBA is underpinned by research-informed CPD. The commitment to ensuring that all teachers involved in the delivery of Holocaust and genocide education have received training is both a credit to Senior Leaders, and a reflection

of how integral is the support of such individuals. At the same time, the comprehensive CPD programme provided to staff is borne of the vision and organisational skills of the Lead Teacher.

- Excellence in Holocaust and genocide pedagogy at RWBA carries with it wider positive ramifications for teachers' general practice. This is recognised by Senior Leaders as well as by teachers themselves, and may go some way to accounting for the passion and enthusiasm that staff members display towards the HGP and the Beacon School programmes.
- RWBA has found the Beacon School initiative to be important in and of itself, yet staff recognise opportunities to serve other whole school, educational policy agendas. These include SMSC, Global Learning, Fundamental British Values, citizenship, healthy schools and Prevent. Together this work serves to enhance and enrich the students' personalised curriculum, sense of self, personal development, well-being and safety.
- Students are genuinely interested in and enthused by teaching and learning about the Holocaust, as well as other genocides and human rights issues. In short, students enjoy studying these subjects, and want to know more; moreover, they take it upon themselves to do just this – as is evidenced by the organisation of after-school events and student participation in these. This can only be the result of good teaching practice, which – of course – is itself dependent upon curriculum design, adequate training, and strong leadership, to name but a few prerequisites.
- Staff and students alike hold a risk-taking, innovative attitude towards Holocaust and genocide education – mind-sets that are only possible with confidence, comfort and assurance. With this comes a resilience towards encountering and engaging difficult topics; both on the part of students and staff members too.
- RWBA is extremely fortunate to have a Lead Teacher who is fast becoming a leading figure nationally and internationally in Holocaust education. Not only is the HGP the brainchild of Miss Wetherall, but she is also its key exponent, organiser, and regulator. At the same time, Miss Wetherall's reputation brings with it opportunities for the school to furrow a leading path as a centre of excellence. Yet, repute also brings with it expectations and greater scrutiny. In these regards, it is welcome to find that the school does not rest on its achievements but strives to further develop as a Beacon School.

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

- The HGP and Beacon School programmes are embedded within the school, helping to secure their sustainability. At the same time, both initiatives remain heavily dependent on the skill and expertise of the Lead Teacher. For the sake of prudence and good housekeeping, the school might consider drawing up contingency and succession plans to cover various eventualities. This could include Miss Wetherall mentoring another staff member, who might take on responsibility for a particular strand of the HGP or Beacon School work.
- Explicitly articulate and communicate what the Beacon School programme has brought to the Royal Wootton Bassett Academy that has contributed to, enriched, extended, and developed the school's Holocaust and Genocide Programme (e.g. identifying key issues and challenges through the Centre's research; adopting the Centre's distinctive pedagogical approaches; teaching and learning resources provided by UCL that form an important core of the Scheme of Work; expertise developed through staff participation in the UCL professional development programmes; opportunities to network with other UCL Beacon Schools, etc). Staff could reflect on this to clarify further opportunities and developments, and to better communicate the benefits to parents, governors and to those visiting the school.
- The school values highly the capacity of Holocaust education to contribute to the holistic development of students, while also recognising the challenges of adequately capturing the more affective outcomes of this. In line with the Lead Teachers' SWOT analysis, more thought could be given to formulating means for assessing the affective and emotional dimensions, and to what progression in SMSC actually looks like. This work could be tied to prospective projects with the University of Winchester and UCL Institute of Education, which are currently being proposed.
- In her SWOT analysis, the Lead Teacher identifies a need to develop teaching and learning resources for other subjects that meet the same high standards as the UCL suite of resources for History. There is an opportunity here, and RWBA would appear particularly well-positioned to work with the Centre in devising, trialling, and developing non-History teaching and learning materials.
- As a Beacon School – and an exemplary one at that – RWBA already has a growing reputation nationally for excellence, both in terms of Holocaust teaching and learning in the classroom, and in CPD. To reinforce and extend this, the school could consider other means by which its practice could be further disseminated. This might include working with MATs, as per the Lead Teachers' SWOT analysis; it could also translate into working with the UCL Centre in developing online CPD courses, and/or showcasing best practice.
- In conversation with various figures during this review, the prospect of potentially developing a spiral curriculum in Holocaust education was touched upon. For various reasons, this would

seem like an idea well worth exploring further – partly, since RWBA’s networks mean it is well-placed to do so, but also as the notion of a spiral curriculum in Holocaust education remains somewhat nebulous within the field.

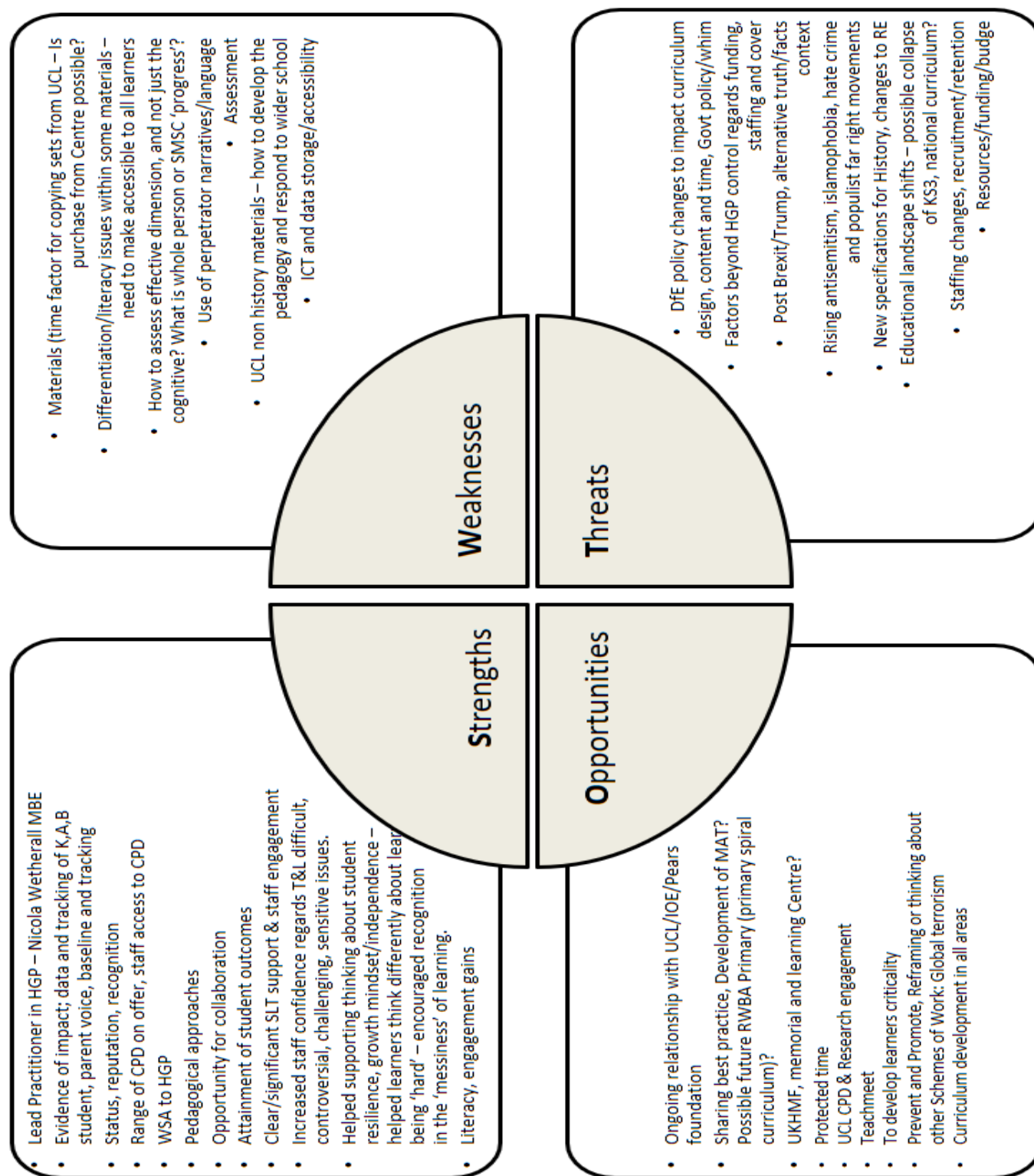
- Related to the above, consideration could be given as to how RWBA’s planning potentially relates to future research projects being undertaken by the UCL Centre. Research into teaching and learning about the Holocaust at primary level is a priority of the Centre, and for this reason it would seem logical to investigate opportunities for collaboration between RWBA and UCL.
- RWBA’s burgeoning national (and international) reputation places it in a potentially powerful role for influencing current and future trajectories in the field of Holocaust education. The school should look to maintain but also further its engagement with key figures and organisations, in particular the UKHMF and the IWM – both of which will be making major interventions to the field in the coming years. The same also holds for the DfE.

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 Royal Wootton Bassett Academy achieved full accreditation.

*See EBIs for suggested areas of ongoing development.

SWOT analysis: Completed by Nicola Wetherall, Royal Wootton Bassett Academy Lead Teacher (Beacon School)



Beacon School accreditation summary

In light of its pioneering work in the fields of Holocaust and genocide education over a number of years, and for meeting (and exceeding) all required elements of the Beacon School programme, the UCL Centre for Holocaust Education is proud and delighted to award our Quality Mark to Royal Wootton Bassett Academy and extend its designation as a UCL Beacon School for Holocaust education from 2017-2021.

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

Reviewer: Dr Andy Pearce

Signature:

Comment

Royal Wootton Bassett is a Beacon School in all senses of the term. It is a hub of educational excellence, where one finds very high standards of teaching and learning about the Holocaust, and cannot fail but to be inspired by what teachers and students can achieve. Its Holocaust and Genocide Programme is exemplary in its intelligent design, appreciation of multi-disciplinary learning, and symbiosis with CPD; its staff and Senior Leaders are committed pedagogues, passionate about advancing young people's understanding of this complex and challenging past; and its students are grounded, well-informed young men and women whose love of learning is infectious.

Date: 18 April 2017

Programme Director: Paul Salmons

Signature:



Comment

By the award of this Quality Mark, we are delighted to recognise the outstanding work of Royal Wootton Bassett Academy in its Holocaust and Genocide Programme. Through the energy, commitment and expertise of its Lead Teacher, Nicola Wetherall, and the unstinting support of its Headteacher, George Croxford, RWBA has become an exemplary UCL Beacon School, demonstrating not only what young people are capable of achieving in terms of their knowledge and understanding, but also the profound meanings they draw for today, as a result of such powerful teaching and learning.

Executive Director: Professor Stuart Foster

Executive Director signature:




Appendix 1:**UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation/Learning Walk****Date:** 14/03/2017**LO/LW of:** Dan Webb (Year 9 class)**at:** RWBA**LO/LW by:** Andy Pearce

A full data pack and annotated seating plan was provided via the Academy's ECHO system for a top set YR9 History Class observation on day of review. The class CAT scores ranged from 99-129. 28 students were in the class. Of those 28 students, no-one had identified SEND needs (autism, speech and language, social and emotional), 5 were recognised EAL, with range of competence and confidence, 1 was PP and 5 classified as most able. At time of review visit, given the challenging and ambitious target setting at RWBA, 4/28 students were identified as already achieving their end of KS3 history target. 1/28 students were recognised as on their KS3 history target and 23/28 were yet to achieve their end of KS3 history target.

The lesson for observation was lesson 6, in a series of 15 outlined in the scheme of work 'What is the historical significance of the Holocaust?' It was the second of two lessons exploring the history of antisemitism.

Observers lesson commentary, questions, observations, markers:

- Class settled quickly. Lesson preliminaries – title, aims, objectives – on board all ready for students to be getting on with. Students aware of need and expectation to settle and start the learning quickly.
- Teacher particularly effective in orientating students between the lesson and its foci, and the previous lessons and learning.
- Teacher made good use of cross-references with the UCL Timeline (affixed to the wall) to tease out of students' reasons for specificity between victim group experiences, and the value of personal stories.
- Clear directives in terms of overarching themes of the lesson, using historical lexicon – 'we will be tracing change and continuity'. Welcome (and impressive) commitment to instilling concepts within the language and learning of the classroom.
- Staged approach to use of the envelopes (containing "causes") and their use with the Venn diagram measured in relation to the rate of students' progression through the activity, but not at the expense of a productive pace throughout the activities – students not rushed, but also aware of the need to maintain focus and move through the tasks being set.
- Teacher demonstrated good responsiveness to emerging time constraints against the stages of the activity set out in the UCL lesson plan: ends up focusing on medieval anti-Jewish sentiment,

ensuring clarity of understanding and not moving to Nazi antisemitism; had both been attempted, risk of confusion/superficial learning.

- Excellent variety of literacy techniques and strategies, coupling with exercises in analysis/evaluation. Students' writing on tables to aid their examination of different causes, swapping books to write peer assessments, writing in own books answer to question 'what does looking at antisemitism reveal about why the Holocaust happened?'

	Not evident	Even Better If...	Good	Excellent
Evidence of student progression in terms of knowledge, understanding and/or pupil self-awareness (reflection)			Nearly all students clear that antisemitism was a historical phenomenon; by the end of the lesson, majority appear more knowledgeable about some key features of medieval discrimination of Jews.	Students encouraged from outset to draw on prior learning, to use the misconceptions they had debunked there as a departure point for this lesson.
Evidence of a variety of types of teacher questioning		Encouraging references to change and continuity from the outset, introducing this language to the classroom. Could look to further ensure this language is used in the questions being asked.		Questions well-pitched and formulated – evidenced by the number of students wanting to respond, and the quality of their responses. Suitable balance between open and closed questions, aligned with varying objectives of seeking to determine comprehension against trying to encourage thought.
Evidence of teacher differentiation in various forms for group			Use of targeting questions (and adapting these) to certain individuals to check learning and	Employment of peer assessment strategy provides different teacher "voice"

			encourage development.	
Evidence of student engagement and highest expectations. Atmosphere of learning; thirst for knowledge/love of learning				Students quick to settle and ready to learn. Students on task throughout lesson; no behavioural issues, all visibly engaged with all tasks.
Evidence of staff subject knowledge, enthusiasm and passion			Teacher exuded confidence and assurance. Passion & enthusiasm was evident throughout.	
Area		Evidence		Best Practice
I	Informed Inspired Immersed Involved Independent Insightful	Lesson contained a variety of tasks, suitably sequenced, accessible to various learning styles – all allowing for students to become involved in the learning. Independence of thought encouraged through activities of categorisation of cards and selection of 3 reasons for why medieval people targeted Jews.		
C	Compelled Challenged Captivated Curious Creative Critical	Considered questioning inculcated an inquisitive climate. Use of different media (film, sorting cards, etc.) helped to maintain and deepen student focus and interest.		

E	Engaged Empowered Encouraged Enthusied Evaluative Empathetic	Engagement secured and maintained through varied tasks, media, and use of teacher talk. Teacher keen to emphasise the marriage between the development of substantive knowledge and conceptual understanding – as with use of categorisation exercise, and peer assessment, both of which encouraged evaluative approaches.	
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Any key examples of... seen to share?	
Literacy	
Behaviour for Learning	
Assessment/evidencing progress throughout	Swapping of books for peer assessment – but this assessment to take the form of critique: commenting on an original remark but also looking to improve and enhance this
Critical thinking/independent thinking	

WWW: Feedback comments -

Student's knowledge and understanding of the historic nature of antisemitism was undoubtedly enhanced and deepened. This in itself is significant learning. The decision to ultimately focus on encouraging students to examine the nature of medieval antisemitism and not look to also examine Nazi antisemitism was wise and the right one; this did mean, however, that consideration of change and continuity could not fully take place but that is something which – presumably – was taken up in the next lesson. The desire to encourage students to think in conceptual terms like this was, however, very pleasing. This was evidenced not just by the pointers to change and continuity, but also the attempt to get students to identify causes.

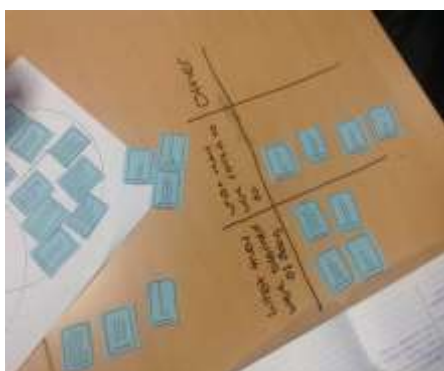
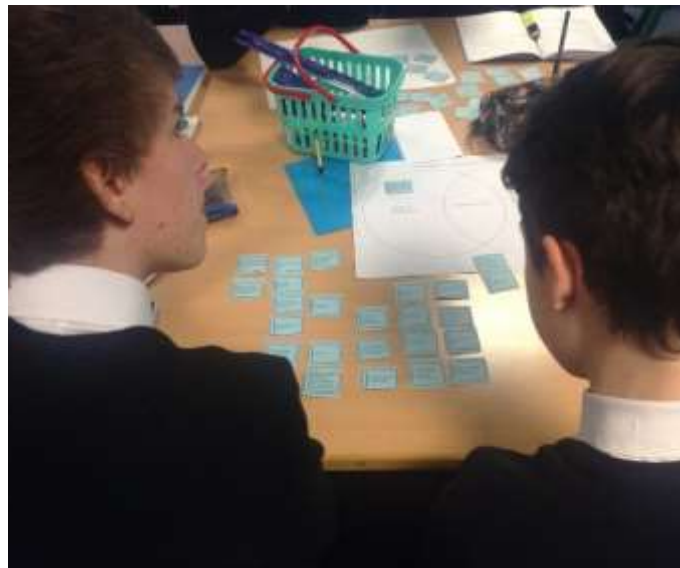
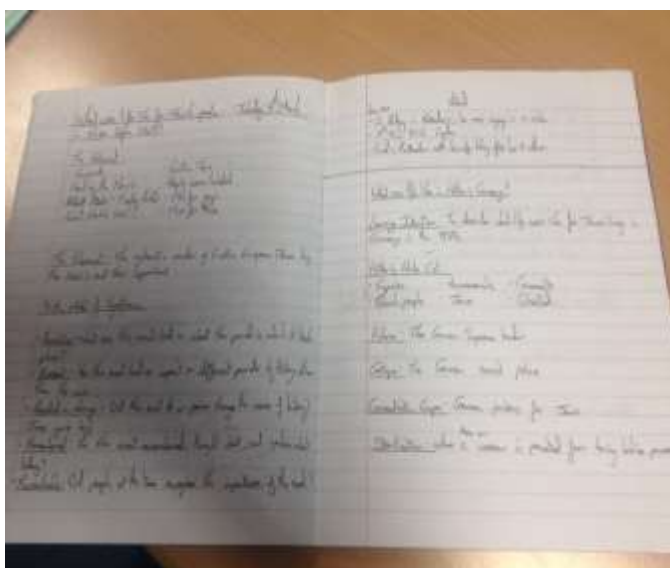
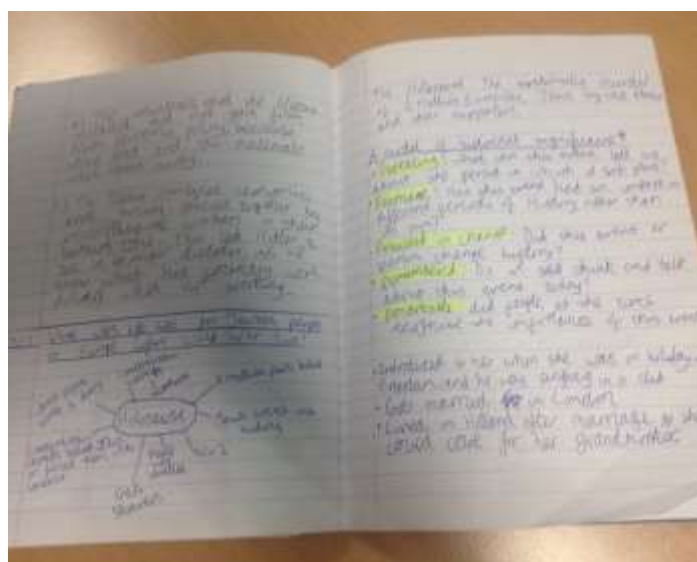
EBI: Target for possible future development –

Two here:

- 1) Look to ensure students' understanding of key concepts and their relationship to each other is clear from the beginning, and return to this throughout, where appropriate. Knowing what is and what isn't a cause isn't just about selecting relevant "causes", but needs to be tied to a more overarching understanding of causation. At the same time, understanding of causation is inseparable from all the other second-order concepts – like, for instance, change and continuity – all of which themselves need to be clear in students' minds. There are many challenges here: making sure students know what a concept is; ensuring students grasp the relationship between concepts; and helping students understanding how to bring their conceptual understanding to bear on their substantive historical knowledge.

- 2) The film in this session almost has too much information for one sitting: it contains a host of first-order (or substantive) historical concepts of its own, quite apart from antisemitism. So, for instance, the film references nationalism, socialism, wealth, and so forth. Because of this, it might be worth building in (where relevant and appropriate) means of checking that students have a secure awareness of what these particular words and terms refer to. To be sure, this is not something Holocaust-specific, and can be done throughout your curriculum. But students also need to appreciate that some of these terms change their meaning and connotations over time: a prime example being, perhaps, antisemitism itself.

Appendix 2: Examples of Royal Wootton Bassett Academy learners' (Yr9 exercise books) classwork, during Quality Mark observation





Appendix 3: Examples of Artwork, Royal Wootton Bassett Academy (Yr9) learners memorial outcomes



RWBA students are instructed annually for an extended homework task *'to design and produce your own appropriate, creative and thoughtful memorial to the Holocaust. The design format can be as imaginative as you think is tasteful and appropriate. This important homework project may be completed individually or in pairs (only from within your own tutor groups). You must also produce a model or form of the memorial itself that may be displayed. You must complete a full and detailed memorial brief which will include an annotated design and detailed responses to crucial questions surrounding the ethics, design and purpose of your design (A3 paper). Deadline for the completed well presented A3 design brief and the memorial is...'*



