

Report findings:

UCL Beacon School Quality Mark review

St Michael's Catholic College

May, 2022

Review context

UCL Centre for Holocaust Education works with schools to enable young people to deepen their knowledge and understanding of the significance of the Holocaust and to explore its relevance for their own lives and the contemporary world. Developing this area of the school curriculum has also been shown to have significant benefits for broader educational goals, for pupil engagement and achievement, and for teaching and learning across a range of subject disciplines.

The programme seeks:

- To raise the status of Holocaust education in schools, embedding it within a school's ethos and ensuring it becomes a priority area in the curriculum.
- To support schools in the development of more powerful Schemes of Work, linking aims, outstanding educational resources, and advanced pedagogical approaches to clearer understandings about pupil progress and robust forms of assessment.
- To demonstrate the value of teaching and learning about the Holocaust as part of a broad and balanced curriculum and to broader educational values such as SMSC; Global Learning; active, democratic citizenship; and students' development of independent and critical thinking. The focus on teaching and learning about the Holocaust can provide a lens through which generic teaching and learning improves.
- To establish Beacon Schools as dynamic hubs within school networks, models of how teaching and learning about the Holocaust can make a major contribution to young people's education.

The Quality Mark serves to uphold the integrity of the UCL Beacon School programme, ensures key criteria and expectations are met and that innovative best practice, specific to individual school contexts are recognised. The award of the Quality Mark and re-designation of UCL Beacon School status is the result of a successful review process.

The visit – in person or online due to the pandemic - was designed to externally validate good practice; to identify and celebrate areas of excellence; acknowledge and suggest areas for further development; and to offer strategies, opportunities and guidance where appropriate for continued improvement through coaching, CPD opportunities etc. As such, this report constitutes external verification of the school's high-quality Holocaust education for senior leaders, governors, Ofsted inspections and parents. It is also intended to be a useful internal quality assurance and ongoing CPD opportunity for the Lead Teacher. The report also

includes an outline of *'What went well... Even better if...'* and opportunities for ongoing development and support from the university.

To ensure this is a meaningful process, the Quality Mark and re-designation review visit was carefully designed to be rigorous and robust, but feel light touch, with a supportive, developmental, and coaching framework; to offer credible evidence of impact; cast a critical friend's eye over the last year; and champion and support Lead Teachers and colleagues in furthering their practice, innovation and opportunities. It enables UCL to be confident of the quality output of its named Beacon Schools and to further champion and develop schools' work. It provides verification that our CPD and programme is having an impact on staff confidence, substantive knowledge, pedagogy, and practice and that this ultimately is making a positive contribution to the Teaching and Learning (TandL) in the Beacon school.

UCL Beacon Schools are hubs of educational excellence. They are institutions which have committed themselves to developing high quality teaching and learning about the Holocaust, and to sharing best practice among their wider communities and networks. These endeavours require the investment of considerable time and energy: commodities which are always in high demand in schools. Because of this – and because educational agendas within schools and the system more broadly are continually changing – it can be hard for Beacon Schools to maintain their commitments over time, despite the best intentions. The Quality Mark process ensures the pedagogy and principles of the UCL Centre for Holocaust Education's approach is embedded and enables us to access ways in which our pathway of professional development, CPD offers and materials are responsive to need. It seeks to answer the question of whether the Beacon School programme is working or not, and hence assist in improving this programme and developing further work. We, like schools, want to know why and how a programme works, not just *if* it does.

The Quality Mark award was developed as a means of recognising those schools with an ongoing and unrelenting commitment to making sure that the Holocaust education they provide is of the highest standard. The award is earned, not merely given; the review process is developmental, but it is also rigorous and robust, meaning that that this is an achievement that schools work incredibly hard to attain – not least amidst a global pandemic.

There are now 200+ UCL Beacon Schools and St Michael's Catholic College has pursued securing the additional Quality Mark accreditation. Achieving this award, at any time, is significant, to do so during the COVID-19 context, is outstanding. We offer the students, staff and wider St Michael's Catholic College our warmest congratulations on successful accreditation as our 21st UCL Quality Mark Beacon School.

Summary of review visit methodology

Prior to review

- Copies of St Michael's Catholic College improvement plan, the latest Ofsted reports, along with other relevant internal school policy documents were sent to the reviewer.
- A copy of the scheme of work and range of UCL and Beacon School related documents were requested, collated, and reviewed, along with links to related policy documents on the school's website.
- A SWOT analysis was completed, and a rich and impressive range of supplementary evidence was offered, along with an itinerary prepared for the pre-arranged one-day virtual review visit.

During Live/'VIRTUAL' review visit – owing to COVID-19.

- Live/online meeting with Principal, Ms Felicity Corcoran.
- Live/online meeting with Mr Daniel Magnoff (UCL Beacon School Lead Teacher, Head of History Associate Assistant Head Teacher: Challenge and More Able).
- Limited work scrutiny undertaken (owing to COVID context), but significant access to 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 submitted.
- Two live or online 'live' lesson observations were conducted. Teachers observed: Mr Daniel Magnoff and Mr Gawain Williams
- A detailed analysis was directed upon the scheme of work and attention paid to live/online student voice and work scrutiny.
- Live/online student voice panel evidence: with Year 9 and 10 students
- Live/online meeting with range of staff who have experienced and engaged with UCL Centre for Holocaust Education CPD and the school's engagement with the programme.
- Live/online review debrief with Mr Daniel Magnoff (UCL Beacon School Lead Teacher, Head of History: Associate Assistant Head Teacher: Challenge and the More Able).

St Michael's Catholic College – contextual overview

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|---|-----------------------------------|---|---|---|-------|
| School: St Michael's Catholic College | | | | | |
| Lead Teacher: Daniel Magnoff | | | Email: d.magnoff@stmichaelscollege.org.uk | | |
| SLT link: Felicity Corcoran | | | Email: f.corcoran@stmichaelscollege.org.uk | | |
| Whole School Data | | | | | |
| Number on Roll: | 919 | Number in Sixth Form: | 178 | Number of teaching staff: | 123 |
| P8 | +0.52 | A8 (school) | 53.4 points | % of students recognised EAL | 33% |
| % of students with EHCP | 2% | % of students with identified SEND need (EHCP or other) | 21% | % of students eligible for PPG | 27% |
| % of students eligible for FSM | 29% | % of students identified as G&T or most able | 21% | Reading Age on school entry | N/A |
| *Please use your school census to give us an understanding of the diversity or ethnic mix or your student body – this can be based on the school's census data and what parents/ carers have self-identified or reported. | | | | | |
| % BAME | 69% | % White/ British | 13.0% | % Jewish | 0% |
| | | | | % Muslim | 0.3% |
| | | | | % Christian | 99.4% |
| | | | | % Sikh | 0% |
| | | | | % Buddhist | 0.1% |
| | | | | % Hindu | 0% |
| | | | | % Other | 0.2% |
| Beacon School focus year or target group (for example: Yr9) | | | | | |
| Year Group: | 9 | Number on Roll: | 154 | Hours spent currently on Holocaust education in primary subject | 12 |
| % of students with EHCP | 4% | % of students with identified SEND need (EHCP or other) | 21% | % of students eligible for PPG | 31% |
| % of students recognised EAL | 29% | % of students eligible for FSM | 29% | % of students identified as G&T or most able | 17% |
| Reading Age (Av for Yr Group) | N/A | Subject or primary focus of Beacon School Year (LT) | History | Other possible subject connections/ partnerships? | |
| Other key information | | | | | |
| Twitter: | @StMichaels_SE16 | Constituency MP | Neil Coyle | Teaching School? | N/A |
| Part of a TSA? If so, which? | Yes Catholic Teaching Alliance | Part of a MAT? If so, which? | N/A | KS3 provision: 2 or 3 years? | 3 |
| Have you UNICEF Rights Respecting Schools status? | No | School Type? | Academy | Length of Lessons? | 1hr |

Quality Mark findings:

What went well? Key strengths of St Michael's Catholic College's quality provision for and evolving specialism in Holocaust education include:

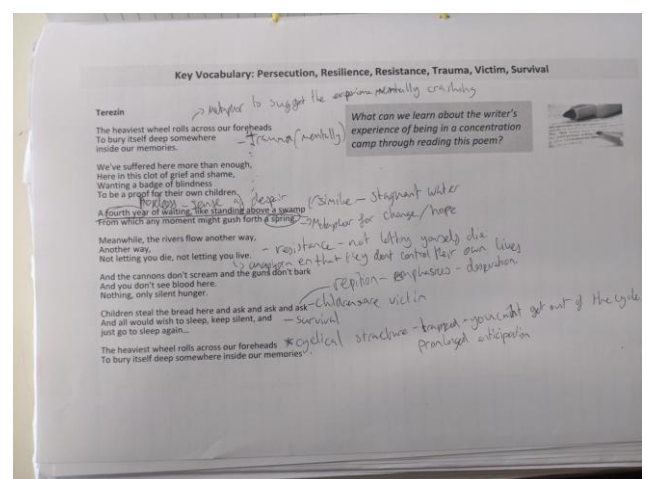
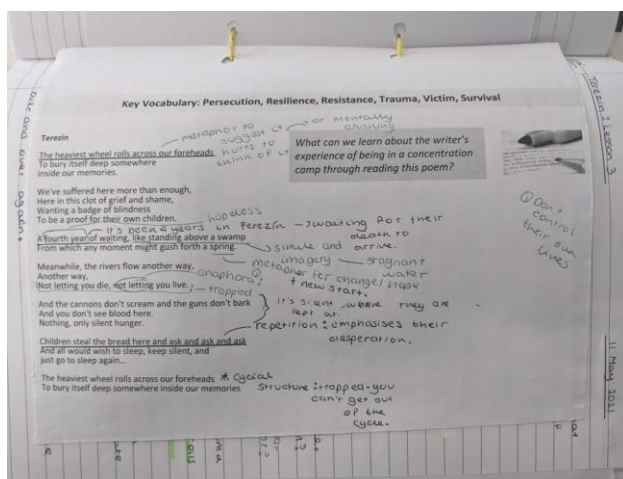
- Our Quality Mark review process confirms St Michael's Catholic College's quality provision for and evolving specialism in Holocaust education. Holocaust teaching and learning **is** contributing to a curriculum that informs, engages, empowers, and inspires its learners, resulting in impressive outcomes. The quality of Holocaust teaching and learning, and the outcomes for students at St Michael's, particularly within History, is excellent, and has benefitted from Beacon School status.
- The intent and implementation of the History curriculum, and, increasingly, across a range of subject areas, bares the hallmarks of deep thinking, planning, innovation, and quality curriculum design. St Michael's have a clearly developed rationale for their approach to Holocaust education that speaks to affective and cognitive outcomes for learners and is rooted in and complementary to their Salesian values of respect, understanding, affection and humour, which are lived in every aspect of college life, not laminated.
- Considerable thought, planning and innovation has gone into a rich Holocaust curriculum offer within History – the related documents and resources, approach and overall rationale to talking and teaching about difficult, sensitive or complex and challenging histories, reveal a depth of thinking about history education and the utmost regard for the subject matter, its subjects and respect for students.
- St Michael's 'What was the Holocaust and what made it possible?' History scheme of work/learning is informed by the UCL Centre for Holocaust Education pedagogy and educational principles: humanising the history, respect for victims, foregrounding testimony, no/limited use of atrocity images, challenges misconceptions *using research* (various UCL teacher/student studies) and introducing students to cutting edge academic scholarship. Personal stories are a strong feature of St Michael's Holocaust scheme of work, and students found the story of Leon Greenman and family particularly compelling.
- Drawing upon local history connections and making the history relevant is a particularly strong and innovative feature of provision. Mentor Dr Arthur Chapman remarked '*... how impressive and strikingly original...the approach that you have developed is – weaving local stories into the narrative of the Holocaust is a very powerful approach and it was really impressive to see the number of local stories you were able to identify, draw upon and weave into your scheme.*'
- Award winning use of local history and regional storytelling, humanises the history and makes the scheme innovative, relevant and engaging and builds the contextual narrative across the scheme in a powerful and compelling way. Dr Arthur Chapman recognised the Lidice and Leon Greenman links as significant:

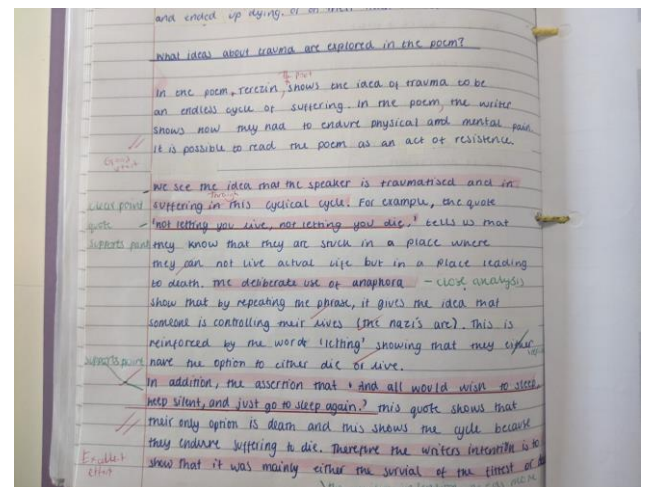
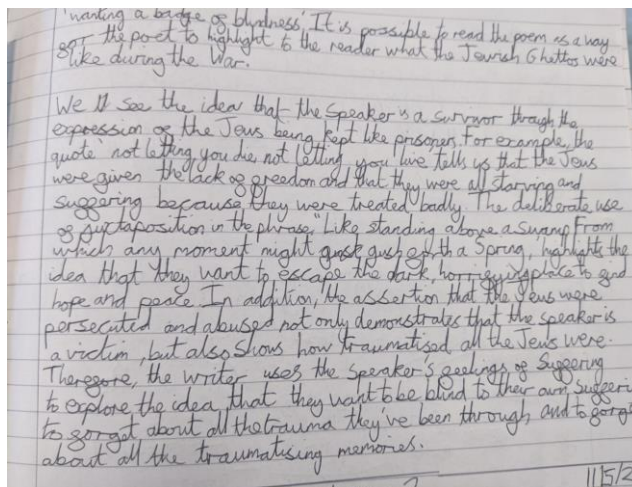
'To supplement that by speaking with a local filmmaker who had told Leon's story was a great idea and the paintings you've uncovered by doing so really are remarkable. The story of Anthony Sawoniuk was deeply shocking but all the more powerful for it – particularly for students to know that he lived so near to their school for so long, undiscovered. Your incorporation of Sawoniuk and Ben-Zion Blushtein into the Being Human materials – and your weaving of their stories, and the stories of Leon and others into the scheme of work as a whole, is truly inspired and a really striking feat of curricular story telling. The way that you make use of and incorporate other micro-histories (e.g. of Hans Friedrich) and integrate them into discussions of the causes of genocidal violence, drawing on the work of James Waller and others, is outstanding also.'

- The centrepiece of St Michael's Catholic College's strength in Holocaust education is built upon its constant pursuit of research informed quality teaching and learning. The lessons observed for the purposes of review both bore the hallmarks of quality teaching, rather than just quality teaching about the Holocaust. Both lessons reflected a learning environment built on trust and strong relationships, combined with enthusiastic, engaged and responsive students and gifted classroom practitioners, meaning that learning can take place that is meaningful, challenging, innovative and risk-taking. Students are willing and able to wrestle with that which makes them uncomfortable, and to apply disciplinary principles to their learning, whilst respectfully humanising a difficult, complex history. Both lessons observed saw teachers, bring UCL academic research into the classroom and students demonstrating their abilities and historians' skills to myth-bust claim and assumption. The quality of questioning, ratio of teacher talk, critical thinking, interpretation, comparison, and sequencing of learning was exceptional in both planning and delivery, with duty of care for the students, victims, subject-matter evident.
- In Mr Magnoff's lesson – a second in terms of exploring 'What was The Holocaust by Bullets?' – began with recap and a compelling discussion of memorial and national/cultural memory and issues of identity politics, including reference to Polish complicity laws, the contemporary Ukraine context and bombing of Babi Yar memorial. There were insightful remarks and challenge in exchanges between teacher/class regarding memorialisation and the stories we tell ourselves. Is a memorial antisemitic if it does not explicitly mention Jewish victims? The discursive and questioning stance of teacher as provocateur of thinking, was highly effective, skilful, and professional. Combined with visual and textual source stimulus, students were encouraged to actively engage in the learning with verbal and non-verbal cues used to garner students' responses (*'Keep reading Matthew...'*, *'1 minute, what do you think of the photo and info...'*, *'...turn page, tell the person next to you what the person did...'*). There is a classroom culture of not accepting first answers, but collectively and collaboratively pushing and developing the learning and the lesson enables students to respond to UCL research and challenge the myth that "They were just following orders". The lesson built towards a local history reveal... Andrusha Sawoniuk; the use of personal story/testimony and local connection made the history real, relevant and personal and overall the quality of lesson was clear: powerful use of story-telling, teacher talk, tone, pace and questioning to captivate and take students on a journey of curious

discovery, with student responses such as ‘...intoxicated by all that hatred’ revealing a depth in subject knowledge, empathy, engagement and immersive learning that is rare to see.

- With Mr Williams, students were able to explore the long history of antisemitism and in doing so reflect upon continuity and change regarding mediaeval, Nazi and contemporary forms. The teacher’s charting of 2,000+ years of history skilfully enabled students to wrestle with two crucial questions: ‘What made the Holocaust different from previous pogroms’ and ‘why has antisemitism become more widespread in the 21st century?’ Such challenge and complexity in the teaching and learning was made possible thanks to strong classroom relationships: lots of targeted praise for contributions enabled a rich dialogue and ‘table-tennis’ of ideas, chronology, names and context. Both teacher and students were able to confidently navigate the centuries and analyse Simon of Trent, pogroms, blood libel and the specificity of the Nazi’s racial laws. This was a hugely impressive learning conversation that demonstrated both Holocaust pedagogical skill, but also generic quality teaching.
- Student outcomes in a range of work scrutiny testified to quality teaching and learning and progression over time. Teaching and learning about the Holocaust is outstanding and embedded in UCL Centre pedagogic principles and informed by research. Lessons observed revealed range of quality and range of teacher talk and questioning, challenge, and curiosity. Students were engaged and active in their learning, whilst teachers were knowledgeable, passionate, and inspiring.
- Building a curriculum culture of quality Holocaust teaching and learning: It was encouraging to learn more about the broader impacts that Beacon work has had on curriculum design and interdisciplinary or cross curricular opportunities for the future. A series of KS3 opportunities to explore the Holocaust within English are innovative and engaging. Extracts of Anne Frank Diary encourage year 8 students to consider identity and through Terezin poetry and artwork young people reflect upon writing as resistance. Examples of English resources/lessons and students annotated poetry work, reveals quality use of historical core knowledge, English disciplinary skill regards understanding form, language, structure, vocabulary, evidence of careful cross-curricular planning and quality outcomes.





- In those subjects where green shoots of Holocaust teaching and learning is evident, the Holocaust is not merely bolted-on, nor is it shoehorned into programmes of study for the sake of it. Instead, teachers give care and thought to how they can teach about the Holocaust at appropriate and relevant moments, in a way which does not compromise subject disciplinary but instead capitalises on disciplinary distinctiveness.
- The quality of St Michael's Catholic College's Holocaust teaching and learning can be evidenced in data. In 2021, after learning about the Holocaust (even within the context of COVID-19 and online learning) 117 students from St Michael's completed UCL's survey as part of a study to examine the impact of the Centre's CPD programme on students' core knowledge about the Holocaust. St Michael's student responses to 11 key historical context and understanding questions were contrasted with the data from the Centre's 2016 national study with almost 8,000 students. Dr Rebecca Hale's Impact Study report noted:

'On all questions the students at St Michael's Catholic College were far more likely to select the correct answer compared to the national sample, which is excellent and showed the students had developed core knowledge about the Holocaust. On some questions the difference between the two groups was more pronounced than on other questions, indicating areas where students' knowledge was secure and areas where students were less likely to identify the correct answer. This can be used to inform future lesson planning. As outlined in the sections below, it is crucial to maintain and build on this with future cohorts of students and ensure that in addition to being able to answer these core questions, students can draw on this historical knowledge to develop deeper understanding and be able to frame, interpret and make meaning of the Holocaust.'

Mr Magnoff and colleagues recognise the need to embed regular opportunities to engage with research and refine assessment to secure confidence in accurate knowledge and ensure deepened understanding rather than mere accurate recall. Engagement with UCL research has and will enable St Michael's (History colleagues in particular) to understand the impact of its teaching and learning upon core knowledge regards the Holocaust.

- Student experience, outcomes and regard for Holocaust education, their teachers and value of this History was extraordinary. Student voice panels showcased the impact of this work and its significance. St Michael's students are informed, engaged, inspired, and empowered by this deep learning experience and their insights were revealing, thoughtful, powerful – they are the school and Beacon School programmes' best advocates.
 - Students recognised the importance of humanising the history and repeatedly acknowledged the significance of individual perspectives, like Leon, in challenging desensitising or distancing the history. Instead *'...through one person, it becomes specific and real you know, as that person becomes one life amidst that many'*. Students also referenced the Kindertransport and in doing so highlighted the human story – both of rescue/finding refuge, but also of separation from sibling, and *'...heart-breaking parent decisions.'*
 - Pupil voice revealed learners trusted their teachers wouldn't use *'...dehumanising images to shock or upset us', '...they have too much respect for us, for the history, the victims and survivors' and maturely reflected upon issues of representation, importance of provenance and intent of images, but also noted '...I don't want to be protected from the horror of the Holocaust's reality and horror, but I guess I think there are lots of ways to come to understand that and atrocity images is just one way... I prefer how Mr X has shown us the horror in what he didn't share with us, in the personal testimony or documents we looked at or even in the silence...'*
 - St Michael's students recognise within their study of the Holocaust an opportunity to explore Britain's role and responsibility for what happen. In contrast to many of their national peers, students challenged *'Britain as hero and rescuer'* was true to an extent: citing Nicholas Winton, Kindertransport, liberation of Bergen-Belsen, *'...but, that wasn't the whole story as codebreakers at Bletchley Park did know what was happening, and they fed that into the Prime Minister...'* Students were respectful, thoughtful and articulate about what this means for British values and the national stories we tell ourselves; they also pointed forward to ask what lessons have been learned for Britain to engage in the world with atrocity since WW2, including warning signs of genocide in Ukraine today and elsewhere.
 - Recognising this history was upsetting, challenging and difficult, students were articulate and in agreement that learning about the Holocaust was *'necessary', 'essential' and '...important to wrestle with, even when its hard'*. One student said: *'...I wonder if you aren't sad, frustrated or angry when learning about the Holocaust if you have really understood it'*. There was a regard for the teaching about the Holocaust that combined cognitive knowledge and emotional literacy, with a religious and civic duty, to learn, remember and to think about action, both individual and collective, because of that learning experience.
 - Students embraced but also railed against the 'never again' mantra. On the one hand, students articulated a range of hope that by learning about the past perhaps we might empower future leaders to prevent the same mistakes of appeasement, othering, denial,

NIMBYism or not heeding the warning signs. On the other hand, there was recognition and some frustration that despite Holocaust education, there had been genocide and human rights abuse in Bosnia and Rwanda and today Uighurs and others are being persecuted in ways reminiscent of the Nazis and others.

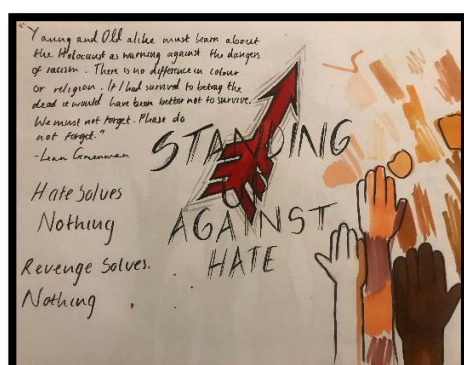
- Tellingly, St Michael's students spoke of being '*fascinated*' by the Holocaust – both the inhumanity, and the humanity of the period. Several talked about the learning experience being an '*emotional one*'.
- Among the most revealing strands of the student voice conversation focused on the how of their learning experience – both in terms of pedagogical practices and strategies in the teaching, but also in terms of why it was important. One student spoke about '*learning about the Holocaust for enrichment*', another added that '*...yes, it was important because in a way it wasn't about a grade or an academic report... it was just necessary as a human being to learn and think and question*'. In an era when assessment and data is at the forefront of educational policy, bench marking and understandings of progression and achievement, it is revealing St Michael's student's recognised intrinsic value in Holocaust education. That it was important, even if not assessed or graded, perhaps arguably, it was more meaningful to them because it wasn't (they still were putting in time, effort, and commitment to this learning). One student said '*...it was different to some of our other history lessons... we didn't use textbooks much... there was loads of discussion... we used sources and analysed texts, testimony, photos and archive sources...it felt more personal somehow and I felt more involved in the learning*'.
- Regards the quality of the teaching and learning, and respect for teachers, students were full of admiration. Students described Mr Magnoff and colleagues as '*...knowledgeable*' and '*passionate*'. '*He makes the Holocaust explainable even when there are more questions than answers...*' said one, whilst another added '*... he's an amazing teacher anyways, but when he teaches about the Holocaust you know it matters to him and he goes up a notch!*'. '*Yes... the history teachers really know their stuff and they encourage us... they kind of make it interactive so you can't just be quiet and sit passive or be invisible, they draw you in and they listen to your ideas (even when I might be wrong), so you feel like you want to put your hand up...*'. Another said, '*...Mr X, well best compliment I can say is that I left his lessons disappointed, cos I wanted the lesson to go on, I wanted to learn more...*'

The student panel discussion was rich, mature, varied, and powerful. It is a conversation that left a lasting impression on the reviewer. These voices deserve to be heard widely. Lesson observations and student voice also spoke to the strength of student/teacher relationships across the school and the regard for all within the St Michael's community.

Student substantive knowledge was shown to be sound, their use of subject specific terminology excellent. St Michael's students can offer sophisticated and nuanced insights to complex Holocaust themes and sensitive questions. They are genuinely interested in and enthused by teaching and learning about the Holocaust, as well as other genocides and human rights issues. In short, they

‘enjoy’ studying these subjects, and want to know more. This can only be the result of good teaching practice, which – of course – is itself dependent upon curriculum design, adequate training, and strong leadership, to name but a few prerequisites.

- Annual HMD provision across the College, drawing upon the national theme, reinforces whole school/community Beacon School commitment, and over time is building and reinforcing a culture of remembrance, respect, empathy, and learning. For example, students were invited to respond to the Centre’s #Leon110 and #Leon111 initiatives in recent years.



My Mission

I am the one thing in life I can control. I can not stand still and wait while people twist the truth of the horror stories that I lived through.

My legacy is my story. My legacy is my nightmare. This is the only way I can protect my legacy; to stand against the violence and prejudice, and to change the minds of people who discriminate against others.

You can't choose who lives, who dies or who tells your story. We must tell our stories and tell others stories, this way we can hope that we will be heard and that the truth will open people's eyes. Dead men can't tell their tales, we must at least try to understand what they went through and why with the most accuracy possible — we must share what we know and not what we think in a peaceful manner. Not because we want to make the opposition bitter, but because we want to be enlightened and to follow and learn from the truth.

Time. When my time is up, have I done enough? With time we can turn the tides, we can change peoples views and make them realise that violence is not the way and that there should be equality. I can make them see what happened and what is happening. I do not have much time left, I must make the most of what I have left.

History has it's eyes on me. I relive my monstrous past to peacefully educate the world. With every person that has joined my cause, I gain more hope and determination. You cannot take my liberty away from me. Not again. You can't take away my determination, trying to do this increases it.

I am one of the few voices that can tell you about the Holocaust, and I will not stop until the day I pass. Unfortunately this battle for equality will rage long after I pass, I understand this as it begun even before I was born.

I must do all I can to tell my story and to educate others. I can't wait to see my wife and son again. I will tell their story. My mission is the legacy I will leave behind. It is up to you to spread the word. The truth. It is important to learn from history and practice it's teachings to make the world a better place.

- The passion, commitment and expertise of Lead Teacher, Mr Magnoff, is widely acknowledged as the driver of the project, particularly regards the pedagogical care afforded the subject and his strong disciplinary, scholarly and values driven, civic and humanising approach. He is quick to recognise the success of St Michael's Catholic College History provision for Holocaust teaching and learning is thanks to a supportive department. His experienced teacher colleagues collectively believe in the importance of Holocaust education, and through engagement and investment in UCL CPD and research informed opportunities have transformed provision and practice. Mr Magnoff has skilfully led, taking colleagues both within the History department and beyond, on a 'Beacon journey' of professional collaboration, creativity, all with a spirit of mutual respect, inclusivity – and as a result the outcomes for Holocaust provision and practice at St Michael's is collective, not merely the result of a curriculum champion. The resulting rich, challenging, and creative Holocaust scheme is testimony to strong collaborative, planning and reflective practitioner values. The manner of his leadership and relationship building goes a long way towards ensuring longevity of the work, true embedding, and supports capacity and culture building.

- Of Beacon Lead Teacher, Mr Magnoff, mentor Dr Arthur Chapman commented:

‘From a history perspective, Daniel’s work was outstanding. He developed a very stimulating scheme of work looking at the Holocaust through two personal narratives that, woven together, gave rich insights into the narrative of events and developments. Both connected to the East End and, therefore, helped make things real for the students. Daniel focused on Leon, drawing on our materials and on materials from elsewhere (e.g. the Wiener Library). He also researched his local area to uncover the story of Tony Sawoniuk - a London Bridge ticket collector who lived in flats overlooking the school - whose narrative generated an additional angle on the Holocaust (the Holocaust by bullets and perpetration). Together, these two stories allowed the diversity (camps vs shooting) of the Holocaust and also experiences of survival and evasion of justice in the aftermath of the Holocaust to be explored...

Overall, I would describe Daniel as an outstanding leader of Holocaust education in his school and the school as very supportive of this work.’

- Ambitious and reflective school and leadership. Beacon School status is supported by Senior leaders and increasingly embedded within and seen as integral to the college’s values, educational vision, and culture and we take this public opportunity to acknowledge and thank Kathleen Faherty in particular, for her SLT link support across the Beacon School year and the steadfast commitment and advocacy of Principal Felicity Corcoran. Across St Michael’s, senior leaders and teachers alike are committed to the principle that all learners have the right to access quality Holocaust education. This review found senior leaders who are rightly proud of all that has been achieved to date, but reflective enough to recognise the Quality Mark is an ongoing journey, not a destination.
- Reflective senior and middle leaders are forward looking. They recognise the need for continued professional development to invest in staff and thereby further equip their community of practice and build capacity to ensure this work embeds, adapts, and flourishes over time. The trust between SLT and middle leadership is obvious and communication and support outstanding. Whilst Mr Magnoff has worked tirelessly since the Beacon year and made the changes and developed this work across the school, he is first to acknowledge this has been achieved on the back of SLT support: they set the tone in backing the Beacon School programme application and that is what makes the programme a success and so impactful. They have made the status meaningful and not superficial; they have understood the educational benefits and the moral imperative and recognised its contribution to school improvement, staff development and student outcomes. Together Mr Magnoff’s passion, his colleagues and SLT commitment are a team who are working collaboratively to create something unique and very special at St Michael’s.
- Use of the new UCL ‘Understanding the Holocaust: how and why did it happen?’ textbook has reinforced opportunities to challenge prevailing Holocaust myths and misconception within the classroom.

- St Michael's Catholic College have found their participation in the UCL Beacon School programme to be important of itself, but also recognised its opportunities to serve other whole school, educational policy agendas and curriculum, such as PSHE. The review evidenced ways in which Beacon School status has supported wider school improvement regards enrichment, SMSC, personal development, citizenship, and safeguarding. Through a variety of means, Holocaust education is becoming a vibrant and valued part of the fabric of St Michael's Catholic College. Its position within the School Improvement Plan accords it status and importance, but this commitment is not just confined to a document or policy pledge. With the benefit of SLT support, the entire school community is aware of the import St Michael's places on learning about the Holocaust and proud of this.

Even better if...? Areas for future development, further consideration.

- Inevitably, educational policy decisions, increasing pressure on time, curriculum development challenges, floor standards, specification changes and examination outcomes, are potential threats and considerations for any school to navigate and manage: in terms of Beacon School, Quality Mark schools how best to embed and future-proof Holocaust teaching and learning? Mitigation planning and innovations are possible, can and should be considered as part of whole school strategic thinking.
- Significant recent turnover in RE Dept was recognised as having prevented much work on making explicit Holocaust reflective links in KS4 units to date, and thus a current weakness. However, a new RE HOD and enthusiastic ECTs will have growing capacity over time to contribute to expanding Holocaust linked cross-curricular work into KS4 RE, and there is recognition of this as an exciting, innovative, and enriching collaborative opportunity. Such important work would serve a range of purposes: recognise and deepen understanding of the Jewish people, their faith, community, and culture, which in turn enables students to better understand that which was lost during the Holocaust, but also, share curriculum time, the burden of content and offers distinctive disciplinary perspectives that supports review, revision and refinement of a curriculum offer that is diverse, equitable and inclusive. It may be worth considering what opportunities there may be at KS3 to ensure some understanding of pre-war Jewish life can likewise be explored before the history scheme is explored.
- Related future curriculum development opportunities to consider might include possibilities of developing Jewish history components of the Migration, Empire and the people topic of AQA Paper 2 (GCSE), or to regularly review the College's Holocaust audit and mapping of provision. Whilst whole new schemes of work may not be necessary or desirable, how might the DEI lens provide opportunities to ensure Jewish life, voice or cultural contributions be recognised and celebrated? For example, is there a Jewish artist, musician, sports person/team, scientist, linguist, or author who could be a case study or acknowledged in varied disciplines? The story of the SS Monte Rosa/HMT Windrush could be a story/case study could bring geography/migration links, combining key historical narratives. English might explore scenes from *'Dr Korczak's Example'*, MFL an extract from *'Un ac de billes'* or music the experience and perspective of Alice Sommer-Herz *'The Lady at Number'*
- There is a recognised need to continue to develop and maximise assessment for learning or formative assessment opportunities with the Holocaust scheme. This was internally identified as an area for ongoing development, and an area in which UCL Centre for Holocaust Education colleagues can offer continued support and advice.
- Student voice was strong: St Michael's students were found to be articulate, informed, empathetic and engaged. Student substantive knowledge was shown to be sound, their use of subject specific terminology excellent. But how might student insights be more broadly captured and learned from? The students are the college's best ambassadors regards the impact of Holocaust education and are the forefront of student leadership in this area.

- Whilst the History Dept has been at the forefront of Beacon School work, few other departments – yet - devotes significant time to supporting teaching about the Holocaust. Given the success and undoubted effectiveness of the UCL pedagogy for Holocaust education consider opportunities for this to support whole staff teaching and learning improvement, across a wider context – share existing best practice. There is so much that is positive in this review – it should not be niche to Holocaust education, and to the History department (and increasingly via experienced and innovative English colleagues), rather considered transformative and key to supporting/driving school improvement and to embedding Beacon Quality Mark status as truly ‘whole school’. There are green shoots of small scale-, short-, medium- and long-term opportunities with other departments, cross/inter-disciplinary collaboration or where sequencing does exist and this is encouraging, but an area for ongoing development towards embedding and maximising opportunity is the forging of such links. This review could provide a catalyst for change in this regard – perhaps with RE and Philosophy, Geography, Modern Languages or with pastoral/house support?
- Continue to ensure the Lead Teacher’s developing specialism is recognised and acknowledged through the school’s Appraisal/performance management system. This could be a formal identified target, or – minimally – a standing agenda item for discussion/recognition at the appraisal meeting and review. Is there an emerging role for the Lead Teacher across the region, within independent sector, history partnerships to advocate for Holocaust education and share best practice?
- Consider succession planning. Beacon school status resides with the school, not the Lead Teacher, so it is essential to ensure that the principles and opportunities are shared widely so should Mr Magnoff leave, St Michaels Catholic College will have a group or individual ready to step up and continue this important work. Whilst currently led by a highly experienced, stable History department, the ongoing success and embedding of Quality Mark status will depend upon mindfulness of all schools’ risk in personnel changes (national issues regarding recruitment and retention). At St Michael’s, loss of key staff within such a currently well established, experienced and stable History Dept, whether in terms of internal promotion/progression or staff turnover, would be particularly impactful – so what strategies could/should be in place to ensure this work is secure and sustainable? This will be crucial to sustaining and further developing the outstanding Holocaust education provision and opportunities St Michael’s currently provides: so, what mitigations can be actioned? Similarly, what steps can Principal Felicity Corcoran, SLT and governors take to ensure senior leadership capacity and interest can be developed should key colleagues move on? Is there a link governor – and how could this role support and celebrate best practice but also cultivate ‘critical friendship’, accountability and encourage innovation and development?
- Commit to ensuring Beacon School status is referenced and retained in the school’s Improvement Plan and documentation for the duration of the Quality Mark Award. Including the status in the schools’ plans serves to help protect the development and reflection time; embed and share best practice as indicated during visit. This could be as a stated target, or as an example or reference point regards holistic aims.
- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust Education within your professional development calendar. Aim to schedule at least one CPD event linked to Beacon



School status a year to ensure capacity and critical mass opportunities across the school. This will ensure a thriving hub is focused upon St Michael's Catholic College and go some way to embedding the 'Beacon' 'culture' across the school and be a means to open eyes that other departments can offer a disciplinary distinctive lens to Holocaust teaching and learning. The UCL Centre for Holocaust Education stands ready to assist with ongoing CPD opportunities and specialist support.

- Be better at showcasing your evolving specialism in this area – you have far more strengths than your SWOT analysis showed – so, use the schools' website, twitter and parental newsletters or local media to 'shout about' this Quality Mark achievement, and thereby use that opportunity as a catalyst to raise awareness of the importance and impact of Holocaust education.

SWOT analysis (completed by Lead Teacher, Mr Daniel Magnoff, in advance of review)

St Michael's Catholic College—Holocaust Beacon School Programme

SWOT Analysis (Summer 2022)

| Strengths | Weaknesses | Opportunities | Threats |
|---|--|---|--|
| <p>Support from Headteacher and SLT</p> <p>Expert project leadership</p> <p>Support from UCL Beacon Programme</p> <p>Experienced teachers in History and English depts</p> <p>History department members are able re-searchers, classroom leaders, and experts at differentiation</p> <p>Award-winning local history provision</p> <p>Research ground-work underpinning Y9 SOW</p> <p>Information-rich lessons in new Y9 SOW</p> <p>Motivated pupils and supportive parents</p> <p>Assembly programme</p> <p>Annual HMD provision</p> <p>Partnerships with other schools: CS, BP, SU</p> <p>Well-established relationships and collaborations with members of UCL/IOE History team</p> <p>Well-established HW and remote learning platform (Google Classroom)</p> <p>Trips provision: Y12/13s—Berlin, Auschwitz</p> | <p>Significant recent turnover in RE Dept; this has prevented much work on making explicit Holocaust reflective links in KS4 units to date</p> <p>Research-rich Y9 SOW but not yet fully differentiated; the Holocaust is always a demanding topic and making this accessible to all learners through better literacy supports and different task sets for varying ability groups will help increase engagement; still working on timing/length of this unit to prevent it from getting truncated due to lack of delivery time; attempting a newly-designed assessment task this year to enable comparative analysis with other topics and between different student groups/ability levels</p> <p>Collaboration with Geography has been limited to date</p> <p>Loose nature of our current partnerships with other schools and demands on their time</p> | <p>Partnership, research, funding, and resource publishing possibilities through collaborations with UCL academics—especially regarding Greenman, Sawoniuk, and Blushstein</p> <p>New RE HOD and enthusiastic ECTs will have growing capacity over next year or two to contribute to expanding Holocaust linked cross-curricular work into KS4 RE.</p> <p>2022-23 possibility of running interschool competition for HMD reflection tasks</p> <p>2022-23 possibility of running joint CPD with partnership schools on local history within Holocaust Ed SOWs—sharing our research and resources with BP and SU</p> <p>2022-23 invitation from AQA History team for SMCC Hist department members to deliver national CPD course on identity across British history</p> <p>Further possibilities of developing Jewish history components of Empire and Migration and Empire topic of AQA Paper 2 (GCSE)</p> <p>Return to in-person Lessons from Auschwitz trips for Y12s/13s</p> <p>Return of Berlin trip in October 2022 (Y12/13) - first since initial covid outbreak</p> | <p>Further pandemic disruptions either to whole-school or to groups/individual students being absent for extended periods</p> <p>'Overdue' Ofsted taking significant leadership and staff focus</p> <p>Time demands and school-wide prioritization of exam-groups</p> <p>The volume of content in the GCSE History, RE, and Geography courses</p> <p>Student maturity and independent capacity delay as a long-term consequence of Covid-19</p> <p>Demands from other departmental projects: Causation Research with IoE, local archaeology partnership, etc.</p> <p>Anticipated curriculum reforms/updates in next 12-24 months</p> <p>Staff turnover across the school and partner schools in next 3-24 months following very little movement throughout pandemic.</p> |

Concluding remark:

'We are delighted to award St Michael's Catholic College with the UCL Centre for Holocaust Education 'Quality Mark' and re-designate your Beacon School status for a further three years.

Your impressive provision for and quality teaching and learning about the Holocaust and your innovative and ambitious commitment to local history is remarkable.

We congratulate Mr Magnoff and Ms Corcoron, the staff, student and governing body for embracing this programme, giving it the status, time and support necessary to ensure such highly impressive outcomes.

This report does not do your students' justice – without exception, those observed classes, and student voice group, were remarkable – they were articulate, engaging, thoughtful and reflective. Without doubt incredible ambassadors for your school and the quality for provision and experience of Holocaust teaching and learning – it was a privilege to converse with them – they speak to the impact of the relationships, culture, and teaching at St Michael's. They are each beacons the whole community can be proud of.

We value this opportunity to continue our partnership with such a true 'Beacon' and relish working with you as you aim to inform, inspire, and empower young people to safeguard the future through learning about the past. This is vital work and we will be keen to hear more of the action points, opportunities, and its impact over the next three years.'



Report summary findings by reviewer, Dr Nicola Wetherall MBE, May 2022.