

Summary findings: Hampton School's UCL Beacon School, 'Quality Mark' review, January 2022

What went well? Key strengths of Hampton School's quality provision for and evolving specialism in Holocaust education include:

- Our Quality Mark review process confirms Hampton School's quality provision for and evolving specialism in Holocaust education. Holocaust teaching and learning (and its opportunities for genocide education) 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 Hampton boys, particularly within History, is excellent, and has benefitted from Beacon School status. Great thought, planning and innovation has gone into a rich Holocaust curriculum offer within history that sits within the Yr9 summer term and a summer exam, based solely on learning about the Holocaust, provide summative assessment opportunities.
- The passion, commitment and expertise of Lead Teacher, Mr Lawrence, is widely acknowledged as the driver of the project, particularly as 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 Hampton's 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.
- Hampton's '**What was the Holocaust**' 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, challenging misconceptions by open research (various UCL teacher/student studies) and introducing students to cutting edge academic scholarship (Prof Wendy Lower's *'The Ravine'*). Personal stories are a strong feature of Hampton's Holocaust scheme of work, and students found the story of Leon Greenman and family particularly compelling.
- The centrepiece of Hampton School's strength in Holocaust education is built upon its constant pursuit for research informed, quality teaching and learning. The lesson observed for the purposes of review bore the hallmarks of quality teaching, rather than just quality teaching about the Holocaust. Relatively small class sizes, within a learning environment built on trust and strong relationships, combined with responsive students and a hugely gifted classroom practitioner, means 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. The lesson observed saw a teacher bring UCL academic research into the classroom and the boys respond by demonstrating their abilities and historians' skills to myth-bust the claim '*Most people think that all German Jews were killed by Hitler in gas chambers in Auschwitz*'. 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.
- The quality of Hampton Schools 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) 83 students from Hampton 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. Hampton'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. On all questions the students at Hampton School outperformed their national peers: they were significantly more likely to select the correct answer compared to the national sample, showing the degree of core knowledge about the Holocaust developed by Hampton students. Indeed, on some questions, all students knew the answer, which is outstanding!

- 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 and the new AQA A Level enables Hampton to teach about the Holocaust at A Level.
- Hampton students are genuinely interested in and enthused by teaching and learning about the Holocaust, as well as other genocides and human rights issues. In short, they 'enjoy' studying these subjects, and want to know more. This can only be the result of good teaching practice, which – of course – is itself dependent upon curriculum design, adequate training, and strong leadership, to name but a few prerequisites.
- Student voice was strong: Hampton boys are articulate, informed, empathetic and engaged. Student substantive knowledge was shown to be sound, their use of subject specific terminology excellent. Whether during the review or in the output associated with @genocide8020 or in contributions to #EYP2CtW21 and other initiatives, Hampton students can offer sophisticated and nuanced insights to complex Holocaust themes and sensitive questions regarding genocide. These young men are the school's best ambassadors as regards the impact of Holocaust education and are the fore-front of student leadership in this area.
- Hampton School have found their participation in the UCL Beacon School programme to be important of itself, but also recognised its opportunities to serve other whole school, educational policy agendas and curriculum, such as PSHE. The review evidenced ways in which Beacon School status has supported wider school improvement regards enrichment, SMSC, citizenship and safeguarding.
- Hampton School have developed a clear rationale for their approach to Holocaust education that speaks to affective and cognitive outcomes for learners. They are developing a specialism and expertise in the field that is rare, particularly regarding its comparative genocide approach.
- Ambitious and reflective school and leadership. Senior leaders and teachers alike are committed to the principle that all learners have the right to access quality Holocaust education.
- Hampton School is extremely fortunate to have a Lead Teacher who is fast becoming a leading figure nationally and internationally in Holocaust education. Not only has Mr Lawrence led the school's Beacon engagement and driven the evolution of Holocaust teaching and learning within the History department, but he is also a key exponent of ground-breaking genocide education. His passion, knowledge and commitment to global citizenship, and understanding that we can safeguard the future by learning about the past, lies at the heart of the success of @genocide8020. The boys involved in the group have been informed, inspired and empowered by learning opportunities and experiences facilitated by Mr Lawrence, his colleagues, survivor friends and organisational partners. His evolving reputation brings with it opportunities for Hampton 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 both the school and Mr Lawrence do not rest on its

achievements but strives to further develop as a Beacon School – always recognising areas for improvement, opportunities to partner and enhance provision.

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, and can and should be considered as part of whole school strategic thinking. At Hampton, loss of key staff in the 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?
- 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 support and advice.
- Holocaust education has not yet been developed as thoroughly as it might be across the school. Besides the History Dept no other department devotes a great deal of curriculum time to 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 – 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, rather considered transformative and key to supporting/driving school improvement and to embedding Beacon Quality Mark status as truly ‘whole school’. Small scale-, short-, medium- and long-term opportunities to forge links with other departments, cross/inter-disciplinary collaboration or sequencing do exist, but are not yet maximised/embedded. This review could provide a catalyst for change in this regard – perhaps with English, RS and Philosophy, Modern Languages or with pastoral 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 Lawrence leave, Hampton School will have a group or individual ready to step up and continue this important work. Being mindful of all schools’ risk in changes to personnel (national issues regarding recruitment and retention) could be crucial to sustaining and further developing the outstanding Holocaust education provision and opportunity that Hampton currently provides. What mitigations can be actioned? Similarly, what steps can Headmaster Kevin Knibbs, and named SLT link, Mark Nicholson (Deputy Head) take to ensure senior leadership capacity and interest can be developed should they move on?
- Commit to ensuring Beacon School status is referenced and retained in the school’s Improvement Plan and documentation for the duration of the Quality Mark Award. Including the status in the school’s plans serve 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 Hampton School 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.
- Hampton School's burgeoning national (and international) reputation places it in a potentially powerful role for influencing current and future trajectories in the field of Holocaust teaching and learning/genocide education. The school should look to maintain but also further its engagement with key figures and organisations like 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.
- 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.

Concluding remark:

'We are delighted to award Hampton School 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 of teaching and learning about the Holocaust and your innovative and ambitious commitment to develop genocide education is remarkable – and in many ways world-leading. We congratulate Mr Lawrence, Mr Knibbs and Mr Nicholson, the staff, student and governing body for embracing this programme, giving it the status, time and support necessary to ensure such highly impressive outcomes. We value this opportunity to continue our partnership with such a true 'Beacon' and relish working with your network to ensure we can 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, Jan 2022.

Full report to be published later in the Spring