

UCL Beacon School Programme

QUALITY MARK AND RE-DESIGNATION REVIEW, WRITTEN REPORT

SCHOOL NAME	Tapton School
SCHOOL ADDRESS	Darwin Lane Sheffield S10 5RG
SCHOOL PHONE NUMBER	0114 267 1414
SCHOOL EMAIL	enquiries@taptonschool.co.uk
DATE OF LAST OFSTED INSPECTION AND GRADE	5–6 December 2012, graded 1, OUTSTANDING
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	3 May 2017
QUALITY MARK AND RE-DESIGNATION REVIEWER	Nicola Wetherall MBE, UCL Centre for Holocaust Education



Review Document content:

School and review/reviewer details	Page 1
Contents	Page 2
Review context	Page 3-4
School overview and actions agreed on last review	Page 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 10-25
– assessment, achievement and outcomes for students	Pages 26-35
– the quality of teaching and learning, pedagogy and practice	Pages 36-38
– the wellbeing, behaviour and safety of students	Pages 39-40
– the leadership and management	Pages 41-42
– commitment to CPD and networks	Pages 43-44
Phase 4a: summary reflections of quality mark visit; <i>What went well?</i>	Pages 45-47
Phase 4b: summary reflections of quality mark visit; <i>Even better if...</i>	Page 48
SWOT analysis document (completed by the Lead Teacher and/or SLT/SMT)	Page 49
Review accreditation summary comment, Centre for Holocaust Education remarks	Pages 50-54
Appendix 1: Review Lesson Observation	Pages 55-56
Appendix 2: Examples of Tapton School innovation in Holocaust Education	Pages 57-62
Appendix 3: Examples of Tapton learners' Holocaust portfolios and assessment pieces	Page 63
Appendix 4: Tapton School (Yr9) classwork, during Quality Mark observation	Page 64
Appendix 5: Examples of Tapton displays regards ethos, values, aspiration and learner levels	

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 seen as a useful internal quality assurance and ongoing CPD opportunity. The visit was designed to externally validate good practice; to identify and celebrate areas of excellence; acknowledge and suggest areas for further development; and to offer strategies, opportunities and guidance where appropriate for continued improvement through coaching, CPD opportunities etc. 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 (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

This academy is much larger than the average sized secondary school. At the time of the review visit there were 1680 students on roll, (including 507 in the Sixth Form, Years 12-14). At the time of writing 13.7% students have an SEN need (230 students), and 11.6% (195 students) with SEN status. 14.8% of students are eligible for PPG (248 students), 9.3% are current FSM (157 students) and 7.4% have EAL (124 students). The recognised gifted and talented account for 1.3% of the school populous (22 students). Those with recognised medical conditions accounted for 15.1% (254). This is significant given the schools Visual Impairment specialism and inclusive nature. There are 824 girls, and 856 boys attending.

- The proportion of students known to be eligible for the pupil premium, largely those known to be eligible for free school meals, is below average.
- The proportion of students supported at school action is below that seen nationally, but in line for those at school action plus or with a statement of special educational needs.
- The academy meets the current floor standard, which sets the government's minimum expectations for attainment and progress.
- The academy is the Lead School for the Tapton School Academy Trust, collaborating with Chaucer and Forge Valley secondary schools and several partner primary schools.
- There is a specialist on-site Vision Support Centre.
- Approximately 40 students in Years 10 and 11 follow a range of vocational courses in colleges and other work-related settings across the city.
- The academy has achieved the Healthy School status and is a National Support and Leadership Development School for the National College for School Leaders. It is a specialist school for sciences and the arts.
- The School Prospectus notes 'We are proud to have such a large proportion of staff heavily involved in teaching and learning developments and, in 2014, we were designated as a National Teaching School. We also see ourselves as a learning school, always focused on developing both students and staff.'

Tapton School was rated Outstanding in its most recent Ofsted inspection (5-6 December, 2012). The report noted:

- Students learn exceptionally well. The proportion of students making and exceeding national rates of progress, across all years, particularly in English and mathematics, are high. As a result, attainment by the end of Year 11 and in the sixth form is equally high.
- Students hone a wide range of reading, writing, communication and mathematical skills, to very high standards. As a result, they are exceptionally well prepared for the next stage in their education, training or employment. Students who are disabled and those who have special educational needs achieve as well as their peers. Those for whom the pupil premium provides support also achieve extremely well.
- Much of the teaching is outstanding and never less than consistently good in most subjects. Teachers and other adults have high expectations and generate high levels of commitment to learning in, and beyond, lessons, across all years.
- Students' attitudes to learning and academy life are exemplary. Their pride in the academy is shown by their outstanding manners and attendance. Parents, staff and students are highly positive about behaviour. They are similarly assured about the extent to which all young people are safe, on and off the academy's site. Bullying is rare, and students actively try to prevent it from happening.
- The headteacher and senior leaders are uncompromising about the pursuit of excellence in all of the academy's work. All subject and pastoral leaders and managers are hugely ambitious for all students and lead by example. Governors robustly hold senior leaders to account for the academy's performance. Together with the headteacher, they ensure increasingly effective partnership work takes place with other schools across the city.
- The sixth form is outstanding. High-quality teaching and excellent guidance ensure that students make outstanding progress across Years 12 and 13, and are very well prepared for their future lives.

Development or future improvement points identified from most recent Ofsted inspection (2012) were:

- Academy staff are not complacent. There are no key areas for improvement to sustain the academy's high achievement and standards that are not addressed by leaders and managers in relevant action plans.

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

Not applicable, as 3 May 2017 was Tapton School'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 type="checkbox"/>		<input checked="" 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 Tapton School met the expectations.

*Tapton School were fully compliant for the Beacon School year regards inclusion in the SIP. In the period since this has not been the case. The reviewer sought assurances that for 2017- inclusion of the Beacon School status would be made in SIP/SEF documents, even if as a named example for key school targets or foci. This review was satisfied with assurances offered and thereby recommend Quality Mark status to be conferred.

Phase 2: Summary of review visit methodology

The UCL Quality Mark reviewer undertook the following activities:

Prior to visit –

- Examined copies of Tapton School Development plan, and most recent Ofsted report. A copy of the Scheme of Work, assessment materials and a 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 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 Ms Kat Rhodes (Co-Head Teacher)
- Meeting with SLT links – Ms Kat Rhodes (Co-Head Teacher)
- Meeting with Lead Teacher – Mr Ben Fuller (History Teacher, 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 Tapton's 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, Yr13 History lesson.
- Student voice interview – with 11 students from current Yr9 cohort, mixed ability and gender.
- Lunch Meeting with History staff and Lead Teacher who have experienced and engaged with UCL Centre for Holocaust Education CPD
- Visit debrief – with Ms Kat Rhodes (Co-Head Teacher) and Mr Ben Fuller (UCL Beacon School Lead Teacher)

After visit –

- Follow up questions or clarification sought via email.
- Letter of thanks sent via Mr Fuller 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.
- Amended scheme of work added to school's evidence portfolio

Phase 3: Key findings

1. Assessment, Achievement and outcomes for students:

Tapton School attaches considerable importance to matters relating to students' assessment, achievement and outcomes, both academic and holistic. In conversation, the co-Headteacher and middle 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.

- Ofsted 2012 noted that *'All groups of students make outstanding progress across Years 7 to 11. They develop high levels of confidence in articulating ideas, presenting viewpoints and listening to their peers. Those who are disabled, or who have special educational needs, also show outstanding progress in lessons and in their work. This is because the curriculum is well matched to their needs and teaching assistants and specialist teachers are judiciously deployed. Visually impaired students are exceptionally well integrated into school life and also achieve outstandingly well. The school has been successful in reducing attainment gaps of students known to be entitled to free school meals. Very well-conceived use of the pupil premium has successfully enhanced one-to-one teaching opportunities, provided additional teaching time for smaller groups and enabled the distribution of electronic notebooks to individuals to support their learning at home. In Years 10 and 11, the small proportion that follows courses at other colleges and institutions, for part of the week, attend and achieve very well indeed.'*
- The most recent Ofsted in 2012 also stated that *'The vast majority of students begin Year 7 with above average standards in English and mathematics. By the end of Year 11, standards in almost all subjects, and especially in English and mathematics, are high. This is because teaching is consistently strong in lessons and teachers and other adults support all learners exceptionally well beyond the school day.'* The student voice panel reflected this assessment in that many students spoke in their own terms of how they had progressed and referred to either quality teaching or mentioned specific support to account for their outcomes.
- Ofsted 2012 states *'Sixth-form students are very well catered for, and attain high standards at A level, and exceptionally high AS outcomes, in most subjects. They develop excellent research skills, working by themselves and intently in many lessons. Almost all, consequently, continue successfully into higher education, training, or employment.'*
- The Tapton History Department is a strong and successful department. The team are 8 strong, led by Mr McAuley as Head, Ms McCullough as 2nd. History is a popular subject and regularly has a high take-up for both GCSE and A Level. It has been increasing over the last three years.
- With Lead Teacher Mr Fuller's guidance and drive, Tapton History Department have produced a scheme of work on the Holocaust that is solid, now well embedded thanks to good buy in from the team.

- Notes from the review include *‘Exemplary, best advocates for the school – WOW!’* about the student voice panel and their input. The annotations continued: *‘Tremendous promoters of what quality Holocaust education can do...articulate... passionate...well informed and insightful young people, a credit to themselves and those around them’*. As will be noted below the knowledge of Tapton School students regards the Holocaust is well above the national average based on recent UCL research, and this was clear from their knowledgeable comments and reflections.
- Discussion within the student voice panel was wide ranging, but it included talk of the impact and importance of survivor testimony and personal stories. Harry Bibring had recently visited the school and so several students spoke of the power and intimate connection made with the past with this man ‘right in front of us.’ Several interjected or confirmed others memories of that visit with references to that encounter making the history somehow ‘more real’.
- Personal stories were a feature of the Holocaust scheme of work developed at Tapton that the students found particularly compelling, especially the thread of Leon Greenman and family - an Englishman deported from the Netherlands to Auschwitz-Birkenau with his wife and two-year-old son, a thread woven throughout the Centre’s teaching and learning materials and is embedded in the Tapton School scheme of work. Along with other powerful and moving case studies, students felt this helped to make the enormity of the Holocaust accessible.
- When asked why study of the Holocaust was important or relevant today, Tapton students voice provides telling evidence – not least in the progress and development of their thinking over time. Dr Hale’s 2016 research report exploring students’ knowledge, understanding and attitudes through pre-and post survey approaches revealed interesting percentage shifts (see below):

Pre-test responses		Post-test responses	
Young people should learn about the Holocaust.....	%	Young people should learn about the Holocaust.....	%
So they understand the causes and consequences of prejudice, racism and stereotyping in society.	59.4	So they understand the causes and consequences of prejudice, racism and stereotyping in society.	60.3
To stop something like that from happening again.	37.1	To stop something like that from happening again.	46.0
To respect the memory of the people who were killed.	30.8	To respect the memory of the people who were killed.	24.6
To deepen their knowledge of the Second World War and twentieth century history.	22.3	To think about the roles and responsibilities of individuals, organisations and governments when confronted with crimes against human rights.	23.2

So they have more sympathy for refugees coming to this country to escape discrimination and murder.	21.0	To deepen their knowledge of the Second World War and twentieth century history.	18.3
To think about political questions, about power and/or abuse of power raised by events of the Holocaust.	20.5	To look at what can happen if people don't do anything when others around them are treated badly.	17.0
To think about the moral questions raised by the events of the Holocaust.	17.0	To think about the moral questions raised by the events of the Holocaust.	15.2
To think about the roles and responsibilities of individuals, organisations and governments when confronted with crimes against human rights.	16.5	So they have more sympathy for refugees coming to this country to escape discrimination and murder.	14.7
To look at what can happen if people don't do anything when others around them are treated badly.	16.5	To think about political questions, about power and/or abuse of power raised by events of the Holocaust.	11.2

- Moreover, in the student voice panel of the view Tapton's learners justified the importance of their learning thus:
 - *'We study it to make sure never happens again'.*
 - *'We certainly wouldn't want it to happen now or in the future, so learning about the past might help us prevent it'.*
 - *'It's important as it make you realise the extent of the atrocity, and to see its victims as people not numbers...'*
 - *'I think it's important because you piece history together so as to make sense of the present... and it's important to fix where you come from ... to have a sense of identity and shared community, belonging and that links us all I think to the Holocaust'.*
 - *'So useful to learn about it because it gives an insight into the modern world as the past and things like the Holocaust links to so much of what we see and hear around us today'.*

- *'For me it's all about prejudice...discrimination...and hate, atrocity or genocide, so we need to understand the causes and links and implications if we are ever going to be able to progress or stop it'.*
- *'Its importance as that it shows us all that we mustn't be accomplices of indifference'.*
- *'Yeah, I think that's true and important because we need to recognise and champion difference and diversity and... at basic level acknowledge common humanity... we are all human aren't we?'*
- *'For me the Holocaust topic was important because I understand more now how hate escalates and has consequences through action and inaction... It makes you link the past to you today and so you can't but help think about yourself and what you ignore or turn blind eye to or what you can do to stand up and speak out in certain situations of daily life'.*
- *'It's shown me we should remember the past and present because forgetting means we will likely repeat or fall into same patterns...and that would be wrong and such a huge waste'.*
- *'Leaning about the Holocaust makes you think not to forget and not to discriminate...it's not just laws and knowing not to break them, but knowing it's actually wrong, morally wrong'.*
- This review can confidently confirm quality teaching and learning about the Holocaust at Tapton School based upon various student outcome indicators, including the student voice panel. When asked what they had learned, surprised, shocked or challenged them in their learning, students were able to recall and articulate a range of insights that demonstrated sophisticated and meaningful learning had taken place. For example, one student commented on *how few Jews in Germany there actually were*, despite Hitler and the Nazis scapegoating claims and their blaming Jews for taking over and all that was wrong in Germany, with several students agreeing and acknowledging that this was just a myth. This acknowledgement and recognition is revealing given the Centre's national research 'What do young people know and understand about the Holocaust' found that many of the young people surveyed incorrectly believed that Jews made up a large proportion of the German population during the 1930s. Only 8.8% correctly identified the pre-war Jewish population to be less than 1%. The national survey also found that a third of the respondents massively underestimated the scale of the murder of Jewish people, with 10% believing that no more than 100,000 lives were lost, which makes Tapton School's attempts to interrogate and challenge existing misconceptions even more commendable and important. This speaks to a desire within its History Holocaust scheme of work to use historical skills, source evidence and critical, independent thinking to justify claims. This is an outcome for learners that is beneficial beyond Holocaust teaching and learning, and is applicable beyond the History classroom.
- Other students listed outcomes of their learning experience of Holocaust education at Tapton School in terms of the realisation that it was *'Not just Jews were targeted, others like Roma and disabled were in other ways too'* and that there was *'a history of hatred towards Jews...it wasn't just a Nazi thing'* (students could impressively and articulately distinguish between antisemitism and

anti-Judaism, medieval and modern variants). Such comments speak of both substantive knowledge gains but also development in conceptual understanding and application, which is striking given the 'What do young people know and understand about the Holocaust' research report from the Centre found that 'Even after studying the Holocaust, only 37% of young people knew what the term 'antisemitism' means. Explanations often rested on misconceptions about who the Jews were rather than on where anti-Jewish ideas had come from.' It was notable that 9/11 expressed a secure understanding of antisemitism within the student voice panel discussions.

- The overwhelming evidence from the Centre's landmark student research showed young people explain the Holocaust as perpetrated by Hitler and 'the Nazis', with fewer than 10% suggesting that the German people bore any responsibility for the genocide. More than half (56%) of younger students (Years 7-9) appeared to believe the Holocaust was solely attributable to Adolf Hitler. With age, students increasingly appreciated that the Nazis played a significant role in the Holocaust, however most students saw the Nazis as an elite group loyal to Hitler rather than a political party that enjoyed significant, broad-based support across all sectors of the German population. Very few students appeared to know the role played in the Holocaust by other collaborating regimes (such as the Vichy government), Axis allies or local, indigenous populations across Europe. But, at Tapton School, teachers have clearly sought to explicitly challenge such widely held societal myths and misconceptions within their planning and teaching of the History Scheme of Work developed during the Beacon School year.
- There was more than one example in the student voice panel, alluding to the '*...widespread involvement in the Holocaust of the German people and others...[and] the differing degrees of responsibility that existed from train driver to admin clerk to camp guard, designer of the gas chambers...*' and during the work scrutiny there were numerous examples of Tapton students using evidence and case studies to re-evaluate ideas about complicity, compliance and responsibility; in itself a meritorious and impressive student outcome. The Centre's 'Being Human' lesson was widely credited, by both students and staff at Tapton, as key to being able to reconsider this issues uncover how and why ordinary people became complicit in mass murder. The case studies enabled young people to pose searching questions about what it is to be a citizen in the modern world among themselves and explore their questions like 'How was the Holocaust humanly possible?' 'What kind of people became perpetrators and collaborators?' 'What sort of people resisted the Nazis or risked everything to save their Jewish neighbours?' and 'Who gains from genocide?' or indeed, 'Why do some people led or get involved in mass murder and others not, either standing by or actively resisting and rescuing?' This was interesting given the discussions held throughout the review process regards assessment – particularly considering the 2017 History assessment task to be discussed below.
- Tapton has planned, standardised and formal assessment of the Holocaust. Its History assessment on the Holocaust in Year 9 has evolved in recent years from a menu of preferred activities to more recently a formalised, traditional, exam source analysis. It should be noted from the outset, formal assessment of the Holocaust in schools is unusual, for as the Centre's own research showed many

teachers feel a discomfort with 'Assessing the Holocaust' as such and thus Tapton should be commended for tackling such a challenging and difficult issue.

- Both Holocaust assessments used at Tapton were formative in design to monitor student learning and to provide ongoing feedback that can be used by practitioners in the classroom to improve their teaching and by students to improve their learning and overall outcomes.
- Planned formative assessment opportunities help students throughout the scheme of work identify their strengths and weaknesses and target areas that need work. This is demonstrated in work scrutiny, where students have responded to teacher marking and feedback to improve or develop their work; whether in terms of knowledge, understanding or a skill. It similarly provides opportunities for and helps faculty recognise where students are struggling and address problems immediately. This is especially helpful in terms of addressing myths and misconceptions of the Holocaust and it was noticeable that students referenced the shifts in their thinking during a very impressive student voice panel. They provided many examples to illustrate how their knowledge and understanding and thinking had progressed during the study of the Holocaust.
- This review can confirm that teachers have an excellent understanding of student's individual needs, progress and are able to offer feedback that develops both knowledge and understanding. This was evidenced by range of student voice contributions regards their feedback. Students do know how to progress and are keen to improve, thus willing to act on advice. The scheme of work programmes in time for students to reflect on and respond to formative assessment, and teachers are well able to adapt in lessons when appropriate to spend additional time. Teachers have excellent relationships with students and know their students well – data is interpreted and lessons planned effectively so as every child makes good progress, in large part thanks to effective feedback, a desire on the student's part to improve and genuine time protected within lessons for meaningful student reflection.
- It could be that Tapton Schools learner levels could be utilised in regards to Holocaust Education more effectively – especially in terms of the menu option outlined below – as this would allow for recognition and tracking of resilience, resourcefulness, reflectiveness, reciprocity and respect, values and attitudes. This would make for a compelling case study of impact of Holocaust education provision should this be introduced, even for a class or two, as would be a comparative study that could be used in relation to other history topics in the year or against performance in other disciplines. Such school based researched would reveal much about the impact of Holocaust education on personal development and SMSC or 'soft skills' and the purely academic, and allow consideration for effort and engagement to be tracked in some way. It was clear during the review process that this is something various colleagues are discussing and considering to move forward and that Tapton regard this as an area for ongoing development and the next step for using the learner levels more broadly and holistically. It could also be an opportunity to utilise the Microsoft School links and to use the IT systems innovatively to survey or track student, knowledge and attitudinal shifts.

- It is pleasing that the format of that assessment within History is annually reviewed in line with the school's assessment policy, and previous assessments can still be utilised within the department during the scheme of work.
- However, despite these notable positive elements to assessment for and of learning, during the review process the assessment tasks for past and present Year 9 pupils concerning the Holocaust was extensively discussed; primarily because of concerns regards rationale and what it is we as teachers want to assess and how and whether the formats used are fit for purpose. The student voice panel and work scrutiny clearly demonstrated that Tapton School students do have considerable substantive knowledge, and can indeed infer and apply what they know, and yet questions in the assessment were worded such that the extent of that rich and detailed substantive knowledge could be demonstrated, nor their conceptual understanding. Discussions throughout the review with Mr Fuller and others both open, robust and thoughtful. Tapton's Holocaust assessment developments have both strength and weaknesses and this review urges those frank, open, reflective and developmental conversations and thinking about its future course to continue internally so to further hone best practice in this area.
- Take, for example, the former menu approach originally adopted - research conducted by Dr Hale of the UCL Centre for Holocaust Education found the following themes and mixed responses emerging from her Tapton assessment student research:

Positive comments (n =105)	Negative comments (n = 6)
<ul style="list-style-type: none"> ▪ <i>Students could choose their preferred activity and/or the topic they were most interested in.</i> ▪ <i>They could choose the task most suited to their skills and/or learning styles.</i> ▪ <i>The approach provided an opportunity for them to get the highest mark they were capable of.</i> ▪ <i>The approach gave them more autonomy over their learning; they felt they had 'freedom'.</i> ▪ <i>The nature of the tasks encouraged the to do their own research.</i> ▪ <i>The approach meant they had options other than the 'typical' essay.</i> ▪ <i>The approach was deemed more innovative and 'better than boring essays'.</i> ▪ <i>They considered that this was a fair approach to assessment,</i> ▪ <i>The tasks made homework more 'exciting' and 'enjoyable'.</i> 	<ul style="list-style-type: none"> ▪ <i>More options were needed/wanted opportunity to come up with own task.</i> ▪ <i>Needed more information on how to complete each task.</i> ▪ <i>They had difficulty interpreting the marking scheme.</i> ▪ <i>The marking criteria were difficult to apply to the different tasks/there needed to a task-specific marking scheme.</i> ▪ <i>Some were concerned about the marking criteria and standardisation of marks across the different tasks.</i> ▪ <i>The nature of the tasks meant that some were more challenging than others.</i> ▪ <i>It was hard to make a choice/they noted the influence of friend's choices.</i>

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ <i>The marking scheme gave short but clear information.</i> ▪ <i>The approach enabled them to learn more about the Holocaust.</i> | |
|--|--|

- If, however, you consider the 2017 Year 9 Holocaust Assessment the 20-mark exam style source analysis is perhaps meritorious but also problematic, especially considering student's earlier comments regards 'Being Human?' One issue raised by this source assignment, focusing on Nazi leaders and the German people, is the importance of a clear rationale regarding what it is important for young people to know. Clearly here the teachers want students to consider and understand the fact that German society had knowledge of the Holocaust and that many were complicit. This is important, but is it the key issue? And, even if it was a core issue following from the Scheme of Work, the key question that should follow would be why did many German people not challenge the actions of the Nazis (and what does this tell us about human behaviour? This seems a lost opportunity given the insightful and often sophisticated student voice discussions: does the assessment currently assess what you want it to and does it give students the opportunity to demonstrate their undoubtedly rich and above average knowledge?
- If we take the current Year 9 Holocaust Assessment within History specifically the overarching question that drives it is directed towards a common misconception identified by the research. This is testimony to the impact of research informed practice at Tapton, certainly in the context of Holocaust education, and the willingness of the History department to wrestle, reflect and engage with the impact of research findings on their pedagogy and practice. This is to be commended and an open approach that can shared across the school to support ongoing professional development and school improvement.
- Two points of constructive criticism emerged during the pre review, day visit and post review process regards the current assessment. 1: Some of the sources included are not relevant to the statement made in the overarching question. Source A is a case in point. This source has nothing to do with the knowledge/support of the German population. To be sure, it is testament to there being "extreme Nazis" (as some of the exemplar answers put it), who were engaged in the Holocaust. But that isn't the question which is being asked. 2. The mark scheme itself: on one hand it seems generous, on the other, somewhat arbitrary and thus the review considers more thinking as to the levels/examples given. In doing so this may assist a tightening or further reflection of point 1.
- Further points for consideration regards the assessment emerged throughout the entire review process and are summarised here:
 - The question requires the student to not merely analyse the sources to establish whether they corroborate the statement; to do so effectively, they need to be able to draw on deeper substantive knowledge. So it is important the contents of the SOW/SOL have worked towards this knowledge. Sources need to be relevant to the assessment question being

asked. If they are not, they will confuse students and/or create the impression that there are “red herrings” in here. An assessment shouldn’t seek to catch students out, but to enable them to demonstrate what they know and understand. Sources that thus aren’t directly relevant are not helpful.

- The exemplar answers within the marks scheme (particularly those 17-20 in level 5); could suggested exemplar answers be better tied to the envisaged boundaries *within* the boundaries? This could be adding to confusion regards distinctions of levels or grades, or using and conflating both in the period of life without levels, but is worth further clarification. The mark scheme requires consistency in terms of what is being awarded: that is, if we are talking in terms of grades or levels. Level (or grade) descriptors need to be clearly distinguished from each other; both in terms of pointing to tangible difference, and in relation to realistic (and robust) expectations.
- In devising an assessment (and marking criteria) it would be efficacious to have clarity about what is expected in terms of substantive knowledge and conceptual understanding. The danger of not doing this is the exercise becomes one of determining relevance: i.e. this source is relevant to whatever is being asked, that one isn’t. This is ‘source analysis’ in a sense, but it is at a superficial level – whilst the evidence from work scrutiny and the student voice panels at Tapton during this review indicated a high level of knowledge and understanding; so does the existing assessment allow students to truly showcase that meaningful and sophisticated historical substantive knowledge and conceptual understanding?

**It is worthy of note that since the review process the History Department are working on/planning to introduce the Tapton learner levels to the assessment menu task to recognise specific skills linked to creativity, resourcefulness, effort/resilience etc. whilst avoiding constant exam style grading. The pre and post knowledge test discussed during the review process, which could also speak to attitudes, is also an idea now gaining traction for introduction this year and this epitomises the open and reflective nature of the school, department and ‘work in progress’ ethos for improvement and development. This is seen as an opportunity for students to demonstrate specific learning of information, skills and insight which would work alongside the more creative Homework Menu task. It was also explained post review visit that the Exam question assessment used this year was a one off (based on dept. requirements to have 3 per year) as the whole Yr9 curriculum has been shifted and such an assessment is no longer required in line with school policy or internally for the Holocaust. The menu homework will gain greater significance as a result and the recommendations from this review may highlight the strengths of that, whilst also considering other ways to assess in conjunction with it that would draw on exam skills or approaches for sources etc.*

- The student voice panel saw several refer to the secret element of the Holocaust citing a Himmler quote from assessment found in the assessment: ‘...this is a page of glory in our history which has never been written and will never be written’. The student’s interpretation of this was insightful and compelling. On one hand the student noted ‘...the Nazis were proud of the goal to purify the people and get rid of Jews, but fact they wouldn’t write it down shows they know it is wrong or are ashamed of the process to achieve their goal’. When pressed, two students revealed they had not explored this in their assessment and thus had not demonstrated all that they could have. This is telling given the research undertaken by the Centre’s Dr Hale in 2016 when Tapton School kindly

volunteered to participate in research conducted to explore students' knowledge and attitudes before and after learning about the Holocaust in school.

- A national student study conducted by the UCL Centre for Holocaust Education from 2013 to 2015 suggested that even after learning about the Holocaust, students continued to hold several misconceptions about the topic. Because of this, it was essential for the Centre to work more closely with schools to examine these issues further. Following Tapton School became a UCL Beacon School for Holocaust education in 2014 they very generously put itself forward to explore students' reactions to their Holocaust lessons informed by the Beacon School Programme. This is testimony to the school's engagement and willingness to be part of research and to Mr Fuller and senior leaders to embed research informed practice.
- In the spring/summer of 2016, Tapton School students in year 9 completed a survey before they started to learn about the Holocaust (pre-test) and after they had learned about it (post-test). On both occasions students completed the same survey to assess how their knowledge and attitudes changed from before to after learning about the Holocaust. In total, 224 students completed at least one of the surveys. Over three quarters of the students (177 of them) completed both the pre-test and post-test survey; 36 students did the pre-test survey only and 11 did the post-test survey only. Approximately equal numbers of boys and girls took part: 107 girls and 117 boys. Both surveys consisted of questions to look at students' knowledge of the Holocaust, as well as questions to explore their attitudes towards learning about the Holocaust, their attitudes towards equality for immigrants and their beliefs in a just world.
- Dr Hale's summary findings from her resulting 2016 Tapton School report present a positive picture in relation to what students know about the Holocaust from before to after learning about the topic at school. On many questions the students demonstrated substantial changes in knowledge, for example most students knew what antisemitism referred to, knew what Nazi ghettos were, identified Poland as the country where the largest number of Jewish people came from, knew that 6 million Jewish people were killed and recognised several people, places and events as connected to the Holocaust. On a few questions, ubiquitous misconceptions that are prevalent in society appeared to feature more prominently in students' consciousness, for example, their understanding of what would happen if a member of the military or police refused to obey an order to kill Jewish people.
- Overall the key findings and recommendations Dr Hale's study were:
 - *'The findings showed that more students were able to identify the meanings of antisemitism and genocide after learning about the Holocaust. This is excellent, and as highlighted in pages 130 to 133 of the report of the UCL national study, this will form an important part of their understanding of what happened during the Holocaust. This is something that future cohorts of students should continue to learn about.'*

- *Students' responses to the question asking them to indicate whether or not different people, places or events were connected to the Holocaust showed that the students had good knowledge of terms related to the Holocaust. For example, students were much more likely to identify the Warsaw Ghetto Uprising, Auschwitz, Heinrich Himmler, the SS, and Treblinka as connected to the Holocaust after they had learned about the Holocaust in school. Thus, the next step would be to facilitate students to recognise other events and protagonists involved in the Holocaust, for instance the Wannsee Conference and Bergen-Belsen.*
- *There was evidence to suggest that students recognised some elements of the experience of Jews during the Holocaust (for example, 79.5% of students knew that the Nazis planned to kill every Jewish person wherever they could find them). However, this contrasted to other areas where misconceptions about the victims of the Holocaust prevailed. This included instances where some students appeared to be muddled on the totality of the genocidal intent towards Jewish people (for example, 17.4% of students thought that Jews could avoid persecution if they gave up their beliefs). As discussed in Chapter 5 of the UCL research report, greater attention is needed in Holocaust education (across the country) to the specific experiences of the different victim groups. Thus, another recommendation of this research is that students develop their understanding of the different experiences of the victim groups, which in turn will also enable them to distinguish what happened to the Jewish people.*
- *On a small number of questions students appeared to retain ubiquitous misconceptions, like the view that Nazi perpetrators would be shot if they disobeyed an order to kill a Jewish person. Some students also appeared unclear about the timeline of the Holocaust. Of course, the scheme of work and resources used in the lessons demonstrates that these topics were covered with students. Consequently, the findings highlight how students' misconceptions in these areas can be particularly resistant to change (and exploring reasons for this will also be an area of ongoing work for the research team at the UCL Centre for Holocaust Education).*
- *It is important to recognise that although this study has highlighted some areas that can be addressed with the next cohort of students learning about the Holocaust, on many questions a significant improvement in students' knowledge was observed. On questions where the improvement was not as significant, these issues must not be viewed as criticisms of the teachers (and/or students) at Tapton School. Instead they highlight the importance of ongoing reflection and revision for all teachers across the country when teaching about the Holocaust. The willingness of the history department at Tapton School to participate in an evaluation of the impact of their Holocaust scheme of work shows a commitment to high quality teaching – both in Holocaust education, and more broadly in the other topics they teach. The results also indicate that Ben's participation in the Beacon School Programme has provided him with expertise in Holocaust education that is having a very positive impact on the students, as well as benefitting his colleagues who have been able to deliver his scheme of work. The team at the UCL Centre for Holocaust Education would like to pass on their gratitude to Ben, his colleagues and students who took part in this important research, and hope to continue working with Tapton School over the coming years.'*

- Tapton School students recognise their progression in Holocaust Education terms and understood that their knowledge and understanding had been improved. One noted:
 - *'I valued all of the lessons as I believe that I gained a deeper understanding of the Holocaust as I have never learnt about it properly before. I really liked learning about everything as I found it all really interesting. I have gained lots of new knowledge of the Holocaust and it has been one of the most interesting periods in history that I have learned about so far.'*
- Of course, assessment, achievement and outcomes for students are not always quantifiable, linear nor data driven and this review is as interested in the intangible gains or benefits of Holocaust education as it is in trawls of mark books indicating levels or grade of progress. At Tapton School, and not for the first time in our Quality Mark reviews of schools, we have found anecdotal, but compelling indication that quality Holocaust education results in other gains for the individual, department and school, often this is to be most found and valued in the context of the most vulnerable groups or learners. In talking to Mr Fuller and his history department colleagues the following points were raised in this context:
 - *'Whilst behaviour at Tapton is generally very good, I think it's fair to say we see increased classroom behaviour and improvements and low level disruption is reduced when teaching about the Holocaust...largely because students are more interested and engaged in the topic I think.'*
 - *'I see boys particularly being more switched on in the Holocaust lessons and so that again makes focusing on teaching and learning easier. It allows you to be more innovative and to take a few risks to push, when it's so much easier in behavioural management terms...in fact during my teaching of the Holocaust I literally set up my classroom differently (room layout) so they can actively engage and talk to each other, rather than the usual paired desks facing the front in rows.'*
 - *'My usually disengaged boys, or those we might term underperforming, are really hooked in by the stories, especially about Leon and Barney'.*
 - *'I think in the department we have ample anecdotal evidence in terms of increased effort over data... that was really telling and the beauty of the assessment menu...as students took ownership of what they did and became immersed in it... as a teacher too I was still learning as students wrote book reviews and things that I didn't know about'.*
- Tapton School's integration of those learners with recognised visual impairment is something of which senior leaders and staff are rightly proud. It was especially noteworthy during this review to hear of the UCL materials being brailled to ensure both accessibility and being able to *'physically take part'* in the same discursive, group work task and exploring case studies with their peers. The photograph in Appendix 2 testifies to the innovation and collaborative work of classroom teacher and specialist support that ensures all learners have quality provision, access and experience of

Holocaust education. Such expertise is something colleagues from the UCL Centre for Holocaust Education should champion and explore further.

- That Tapton School facilitates and ensures Holocaust education is a right for all learners, irrespective of need or ability, is commendable and something other schools, senior leaders and teaching colleagues should learn from across the country. It demonstrates just what is possible when professionals work together in a spirit of openness, collaboration of specialism and vision. This review notes all this chimes perfectly with the *'We are Tapton and we value everyone'* spirit of integration, inclusion, value and care for all. Repeatedly this review found examples and evidence to corroborate the view that Tapton's ethos is indeed lived, where the sense of belonging and community feeds an atmosphere of learning that ensures students can flourish, progress, achieve and prosper; both in terms of academic and personal development.
- The History scheme of work is secure and embedded with UCL principles, pedagogy and materials. It has been honed to reflect both the cohort character and students individual needs. The scheme was adapted post visit by the lead practitioner to ensure an appropriate framework exists that other teacher staff can refer to.
- As part of this review, a History lesson – a revision session with Year 13 students - was observed. From the outset, intended outcomes were clear to students: objectives were outlined both via the PowerPoint projected 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. Meanwhile, the central activities of the lesson allowed the teacher to check comprehension and gave students the opportunity to demonstrate their skills of independent analysis and evaluation. As the lesson observation notes in the Appendix indicate, this was a well-constructed and delivered lesson, by a highly skilful practitioner, where students consolidated and developed knowledge, good progress was made and understanding and exam skills honed.
- It is notable the extent to which the school's approach to Holocaust education, using UCL principles and materials, foregrounds personal stories. It is admirable that Tapton School facilitates survivor testimony.
- Student voice panel participants talked especially about survivor Harry Bibring's recent visit. One said: *'He was right in front of us...we could see into his eyes...it wasn't like a textbook.'* Another said: *'Him being here and telling his story made the Holocaust more real to us.. his expressions, the artefacts he brought with him, meant we could see for ourselves.'* Whilst another noted: *'It made the history of the past and what happened feel very personal and so it meant more'.* *'The survivor speaker also made the individual stories we had studied all the more powerful and real – and those people on the cards had families and lives, hopes and fear like Zigi. Made me really wonder what the people on those lesson cards really could have gone on to do'.*

- In the examples of student feedback as part of the 2016 UCL Centre for Holocaust Education Research at Tapton, Dr Becky Hale's report also noted: *'...I liked hearing the survivor's stories and was devastated when I wasn't in school for the Harry Bibring's talk.'*
- Whilst the survivor testimony encounter is emotive and experiential, Tapton School students were compelled by the individual stories they encountered in lessons, within the case studies and UCL materials. 2016 UCL student research at Tapton by Dr Rebecca Hale included such quotations:
 - *'I thought it was really emotional but amazing to hear about legacy, surviving survival and a note from Leon and to find out about personal stories. As when talking about the Holocaust it becomes easy to group Jews and you sometimes forget that the 6 million murdered was 6 million individual lives all with family and all with a future and all with souls and its touching to hear about their personal experience'.*
 - *'I found the individual stories most interesting because it gave you a sense of what actually happened not just figures and statistics'.*
 - *'I enjoyed looking at the individual stories of Jews during the Holocaust as it to me, taught me more than just facts and figures as you could really recognise that they were just like us'.*
 - *'I enjoyed doing case studies because, not only was it interesting, but it also gave insight into what specific peoples' lives were like, and serves to remind us that those affected were not statistics but actual humans like everyone else around them'.*
- The opportunity for direct personal testimony by Holocaust survivors is time limited. This fact is not lost on Tapton staff, SLT and the Lead Teacher and consideration is underway for what Holocaust educational experiences at Tapton, in addition to what lessons might look like without such hugely personal, enriching and impactful educational experiences. Interestingly, students too recognise the direct and personal experience they enjoyed recently with Harry Bibring will not be one their children or grandchildren will have. But they have ideas about what can be done now considering the inevitable passing of the survivor generation.
- From work scrutiny, lesson observation, and student voice focus groups, this review found student outcomes are of a high standard. This is borne of intelligent curriculum planning, a reflective and reflexive approach to thinking about assessment, and a robust but sensitive understanding of student progression. This review however urges further ongoing consideration of the assessment framework to ensure this work progresses and enables students to truly demonstrate their quality and high level insights in a rich, creative, informed and skilful way. This point may also link to the need to consider cross curricular possibilities but also current weaknesses. For example, with the English department teaching *The Boy in the Stripped Pyjamas* in an uncoordinated way from the History department, and without using the same guidance for teaching about the Holocaust, this is a lost opportunity for quality subject specialisms contributing to the broader whole. This cross-curricular opportunity is something the Lead Teacher and SLT colleagues were aware of during the

review process and regard as an exciting and potentially innovative ‘work in progress’. The audit of existing provision could prove useful here; indeed it could be it needs revisiting to ensure it reflects fully any specification changes across departments, new elements and such, and then start to *use* that document to map for staff and students alike the Holocaust education journey or experience of Tapton School learners.

- It was clear from the student voice panel that students were arriving at Tapton with prior knowledge from work in their primaries on the ‘Night of the broken glass’, work on evacuees and Jewish refugees coming to Britain before the war. Several students on the panel talked of having visited the National Holocaust Centre at Newark and in going through its exhibit *The Journey*. The physicality of that experience and the focus on a child’s perspective was hugely powerful given the insights this group shared, with many using the words ‘personal experience’ to explain its impact as a learning episode.
- Many students had already seen the film (8 of the student voice panel) or read the book *The Boy in the Stripped Pyjamas* (6) irrespective of what was taught in Tapton’s English department and 3 had read Anne Frank’s Diary whilst 9 were familiar with her story. The cultural capital of the Holocaust is influencing our young people’s knowledge and understanding of the Holocaust – and impeding progression in many ways – thus successful collaboration with primaries and the English Department is especially key. Students were typically very positive about *The Boy in the Stripped Pyjamas*, describing it as ‘emotional’, ‘provides a child’s perspective’, ‘made me relate to what it would have been like’ and ‘it made me want to know more’. Whilst the fable has its merits in a literature or narrative form, there are concerns regards its portrayal of historical fact and thereby the importance of timing and coordination to ensure historical study can take place alongside.
- Engaging English, MFL, Drama, Art social science and other humanities subjects with specialist CPD from the UCL Centre for Holocaust Education could engender a powerful and compelling opportunity for an enriched Holocaust education experience.
- This review thereby suggests the need for an audit of existing provision across both academic departments and within the pastoral, SMSC, Citizenship, PSHE agenda to establish where coordination could be possible to reduce myths and misconceptions being reinforced and hindering historical study later on, and to foster a spirit of opportunity for celebrating subject specialisms whether in a reconfiguring of the curriculum so it is coordinated or in specific collapsed timetable days or enrichment opportunities.
- Should this be considered then it is potentially a powerful vehicle for sharing of best practice, school improvement and innovation. This would help tackle or reduce one of the weaknesses identified in the SWOT analysis by Tapton staff, regards the pedagogical principles being embedded in History but not shared or understood elsewhere. This is typical of a non-specialist regarding Holocaust education and these principles as niche, the history departments domain, rather than an understanding of much of the pedagogy being about quality, research informed and ethically sound

teaching and learning, that is particularly relevant to teaching and outcomes for students exploring difficult, sensitive, controversial or challenging issues.

- The reviewer is happy to support Mr Fuller, Ms Rhodes and colleagues on this journey towards a multi-disciplinary enriched and nuanced Holocaust education provision should Tapton wish to explore it further and the Centre can supplement this with FREE CPD support which we know delivers significantly in terms of student achievement and outcomes and thereby whole school improvement.

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

- The centrepiece of Tapton School's excellence in Holocaust education is built upon the foundation of its quality teaching and learning.
- Ofsted 2012, states *'Across Years 7 to 11 teaching in most subjects, including English and mathematics, is outstanding. It is never less than consistently good. As a result, students make excellent progress. Teaching is equally outstanding in the sixth form, where students are invited to learn in an increasingly independent manner and are challenged to the full'*. Based upon the review lesson observation we can confirm the latter to be true, and from work scrutiny that Year 9s make significant progress in terms of knowledge and understanding as a result of quality teaching about the Holocaust taking place.
- The report from Ofsted in 2012 went on: *'Teachers have consistently high expectations and plan lessons to interest and stimulate learners of all ages. They create highly positive climates in lessons throughout the academy, so that students are immersed in and enjoy their learning. Teaching assistants are managed particularly effectively, supporting individuals and small groups of students with special educational needs exceptionally well.'* Based on this review, we find this to be true and specifically commend the integration, access and provision for Tapton's visually impaired students in terms of Holocaust education. Ms Anna Pilson, a Teacher of the Visually Impaired, at Tapton School deserves much recognition and credit here for supporting the Lead teacher's work by working collaboratively to then take a lesson and key aims and objectives and make it accessible and 'make it work' for the visually impaired in the class. Without this specialism and expertise, the provision and experience may not have been as rich or inclusive and, as Appendix 2 demonstrates, the inclusion and engagement of all the students able to access the material, was hugely powerful and innovative, and the adaptations made to the UCL resources for the visually impaired were excellent and in keeping with the pedagogy and principles.
- The Ofsted report in 2012 found that *'In a minority of lessons, some students are provided with the same work regardless of ability. Senior leaders have already identified this as an area for improvement, and training opportunities are in place and appropriately linked to teachers' individual needs.'* Whilst this review can draw only on a snapshot sample specific to the History department in exploring the teaching and learning concerned with the Holocaust, we contend that both work in scrutiny and student voice differentiation in various forms is evident and of a good quality.
- Likewise, though a small and specific sample was examined during the review process, we can say that the school, or at least the Tapton History department, have acted upon the 2012 Ofsted note that *'While there are examples of excellent marking in almost all subjects which enable students to know how well they are doing and what to do next, this is not uniformly the case. Again, bespoke training has already been introduced, and to good effect, to address this issue'*. This review found outstanding feedback and marking was evident – across abilities and contexts from the History work scrutiny undertaken - and that verbal feedback and questioning was rich and powerfully used

in the lesson observed. This review thereby confirms, within the remit of our visit to Tapton, the schools Ofsted report whereby it states *'In a great many lessons, teachers routinely check students' understanding, intervening when necessary, with notable impact on their learning. They provide many opportunities for students to enhance their communication skills.'*

- The Year 9 student project portfolio on the Holocaust was an innovation that divided upon during the review visit. It is a commendable resource in many respects in that it is a centralised resource, enabling flexible use, reference and reflective space for students as their study evolves and is undoubtedly embedded in UCL Centre for Holocaust education materials and pedagogy. As Tapton's Beacon School mentor, Darius Jackson, from UCL noted *'...Ben's very innovative study booklet showed there was both conceptual progression and growing substantive knowledge within the scheme'*.
- The development of such a portfolio booklet for study of the Holocaust did speak to and address concerns by some teachers who spoke of UCL lessons and approaches being *'excellent'* but *'thinking and talk heavy'*, with no or few notes to show for the study and to revise from later. This resource certainly responds to that fear and, based upon work scrutiny undertaken within the process, it ensures thoughtful reflection of ideas takes place. Many of those ideas are SMSC or holistic responses or those referencing changes in students thinking or perceptions rather than in capturing specific historical knowledge – given the changes to the assessment piece that is now source and interpretation focused, the booklet may need some revision to include or allow for this. Inclusion of the Homework Menu (the former assessment task) is nice to see retained as a creative and innovative counterpoint to the exam style source question which replaced it is the schemes formal assessment. Pupil outcomes from both the source and menu assessments are indicative of the strength of teaching and learning in this area, and how much time, care, thought and effort students put in – this clearly demonstrates that Holocaust education is valued at Tapton School.
- Teaching staff within the department informally reveal mixed thoughts on the portfolio. Some staff described them *'engaging'*, *'useful reference tools'*, providing a useful structure and an *'innovation'* whilst others found them at odds with their teaching style and thus *'restrictive'*, *'artificial'* and were less confident in their use.
- When asked about the project portfolio booklets during the student voice panel, opinions were mixed. Some spoke of their being *'confusing'*, others *'didn't see the point'* in this additional booklet, wondering why they couldn't continue working in their books. Some students spoke of being *'frustrated'* or *'limited'* by the set writing spaces of the format, that in some sense it *'restricted'* them. What was clear from the students was that they *'loved'* and *'enjoyed'* the lessons and resources themselves, but wondered if the booklets could have been worksheets in some cases and later stuck into books, or be an optional to use. There were other students who felt it was a useful aid to their learning and gave them a structure. So perhaps this could be among those things Tapton School is so good at seeing as open and evolving, whether pedagogically, practically or in terms of differentiation and specific nature of cohort or group in front of the teacher?

- It was apparent throughout the review process that pedagogy and classroom practice, in terms of Holocaust Education, has significantly improved because of Beacon School status. It is also clear from talking to Lead Teacher Mr Fuller and his History colleagues during the review process that CPD input from the Centre for Holocaust Education has moved departmental practice on. As referenced later, the Centre's ongoing pathway of professional development is credited repeatedly with creating '*...a new model or...standard...of what a lesson should be... or rather, could be...*' and its impact upon lesson planning has been significant, including the rewriting/reconfiguring of the slavery topic in History.
- Whilst the History department are on board and UCL principles, pedagogy and practice are fully embedded and recognised as having made a significant difference to the teaching and learning, experience and outcomes for students, the SWOT analysis completed prior to the review visit by Beacon School Lead Teacher Mr Fuller regards breath of understanding of the pedagogy a weakness - in that other departments are not aware, and this potentially is a lost opportunity that could and should be tapped into in the future, so as pedagogical gains could be shared elsewhere. This is noteworthy given the 2016 report on Tapton School pre-and post knowledge and understanding of the Holocaust findings by Dr Hale regarding students encountering representations of the Holocaust in school:
 - *'When the students completed the pre-test survey, they were asked if they had already learned about the Holocaust in school. Almost three quarters of students who had completed the pre-test survey indicated that they had previously studied the Holocaust in school (149 students said this). Of these students, almost half of them had first learned about the Holocaust in primary school. A small proportion had first learned about it in year 7 or in year 8 (9.4% and 4% respectively). Under a fifth had already learned about it in year 9 (14.8%) and just over a quarter of students could not recall what year group they were in when they first learned about it (28.9%). Over half of students had learned about the topic in history (54%), just over a quarter had learned about it in an assembly (26.3%), a fifth had learned about it in English (20.5%) and 7.1% had studied the topic in religious education.'*
 - *'It is notable that many of the students reported that they had learned about the Holocaust prior to their year 9 history lessons on the topic. While over half of students had already come across the topic in history, a sizeable proportion had also learned about the Holocaust in English. This highlights the issue of what students are learning in relation to the historiography of the Holocaust in different subjects, and the extent that this is contributing to their understanding (and/or misunderstanding) of what happened.'*
- In-keeping with the reflective and strong leadership found at Tapton, it was clear throughout the review process that both lead teacher and SLT recognise this discrepancy, or difficulty of an uncoordinated or inconsistent approach, but rightly frame it as an exciting, enriching and developmental opportunity for the school moving forward. Co-Head Ms Rhodes and Mr Fuller have some interesting ideas about how this might be developed in the future with greater CPD involvement across the school, internal conversations and collaboration opportunities. The Centre

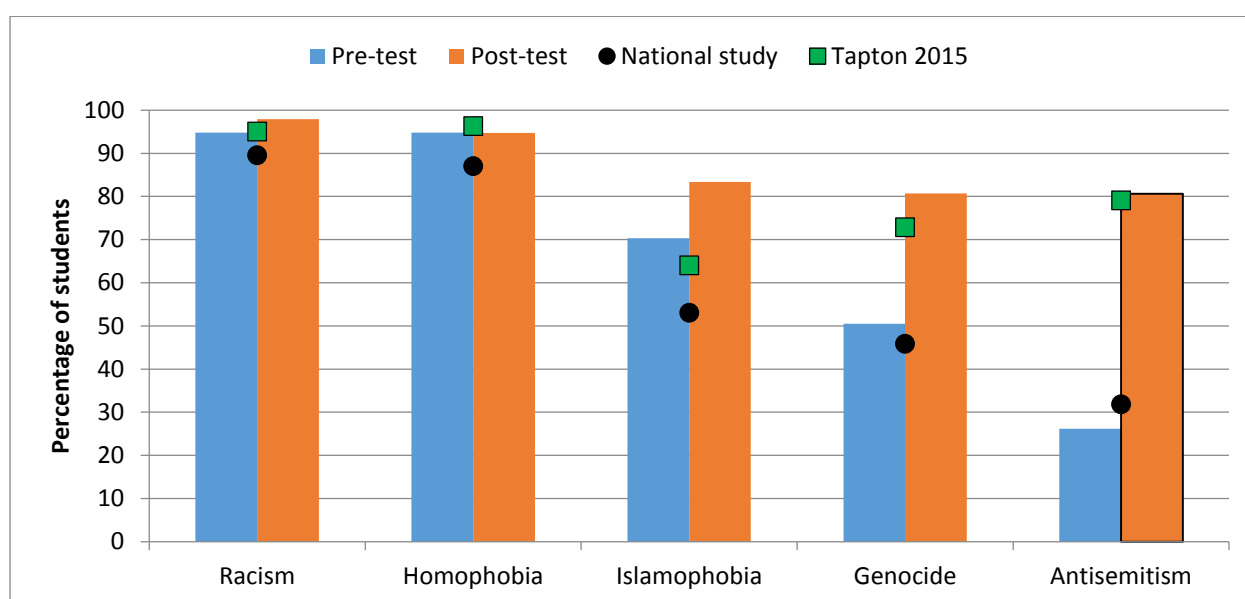
would be keen to facilitate such opportunities and to further Tapton staff's ongoing professional development as we know that can often support whole school improvement. Full day or twilight and additional CPD opportunities can be arranged via the Centre's Emma O'Brien, Tom Haward or by contacting Shazia Syed.

- Tapton insistence on academic and precise use of language is embedded in the school's vision or mission statements: 'We model the language and attitude of aspiration and growth mindset' – this is evident in the quality and impact of feedback to students who can thereby progress and develop, but also in the developments in place to support teacher talk. This is fundamental to the success of the 'We are Tapton and we achieve excellence' principle. Based upon this review, its observation, work scrutiny, student voice panel and on engaging with staff, we can be confident that the quality of teaching and learning has been impacted significantly by this precise use of academic language in the teaching, in the marking and feedback given and in the developing and sophisticated vocabulary of students. It was noticeable that when students were articulating in the panel something of what they had learned, had shocked or surprised them, the degree of subject specific vocabulary. For example, see below remarks including keywords or academic language inserted in bold:
 - *'I was shocked to learn of how few **Jews** in **Germany** there actually were despite **Hitler's** claims and blaming them for taking over and all that was wrong in Germany. It's just a **myth**...and it brought home to me the power of **propaganda** then or even fake news today... It really shows that critical thinking is important.'*
 - *'Not just Jews were targeted, others like **Roma** and **disabled** were in other ways too...so were **political opponents** and **poles** and **POWs** and **homosexuals**.'*
 - *'Differences among camps and their locations interested and surprised me...I didn't realise there were different sorts of camps like **transit** ones, **extermination** ones, work or labour camps... and I really didn't realise the camps were often outside Germany, especially the **death camps** in Poland...The history topic made me realise what a simplistic and wrong view I had.'*
 - *'That **Treblinka** had a zoo really shocked and surprised me...disgusted me actually.'*
 - *'I learned that there was a history of hatred to Jews.. I wasn't just Hitler and the Nazis that **persecuted** Jews but it's been there for thousands of years for religious or racial or economic reasons... It is sad I think that in 2017 we know **antisemitism** is rising not getting less... it makes me angry to think it hasn't been stopped or talked about the way other racism has.'*
 - *'That train drivers and clerks and secretaries did what they did then was something new for me ... I'd not thought that they were behind it, evil or involved. But the lessons on the Holocaust made me re-think who was involved or **implicated**. It wasn't just the camp guards or people who put the gas into those chambers, but others were **responsible** too...without the train driver the gas chambers couldn't work so lots more people were complicit or guilty. That was shocking, you know the level of **complicity**... it made me uncomfortable as when we did the Being Human lesson with the cards it blurs the black and white so you couldn't just blame **Hitler, Himmler** or*

*Eichmann or the SS and say oh yeah they were mad or **evil** monsters. You couldn't say that **Schindler** or **Sendler** were heroic or saints... people were **motivated** by all sorts and even if in charge of a concentration camp could be capable of kindness or of being a good dad.'*

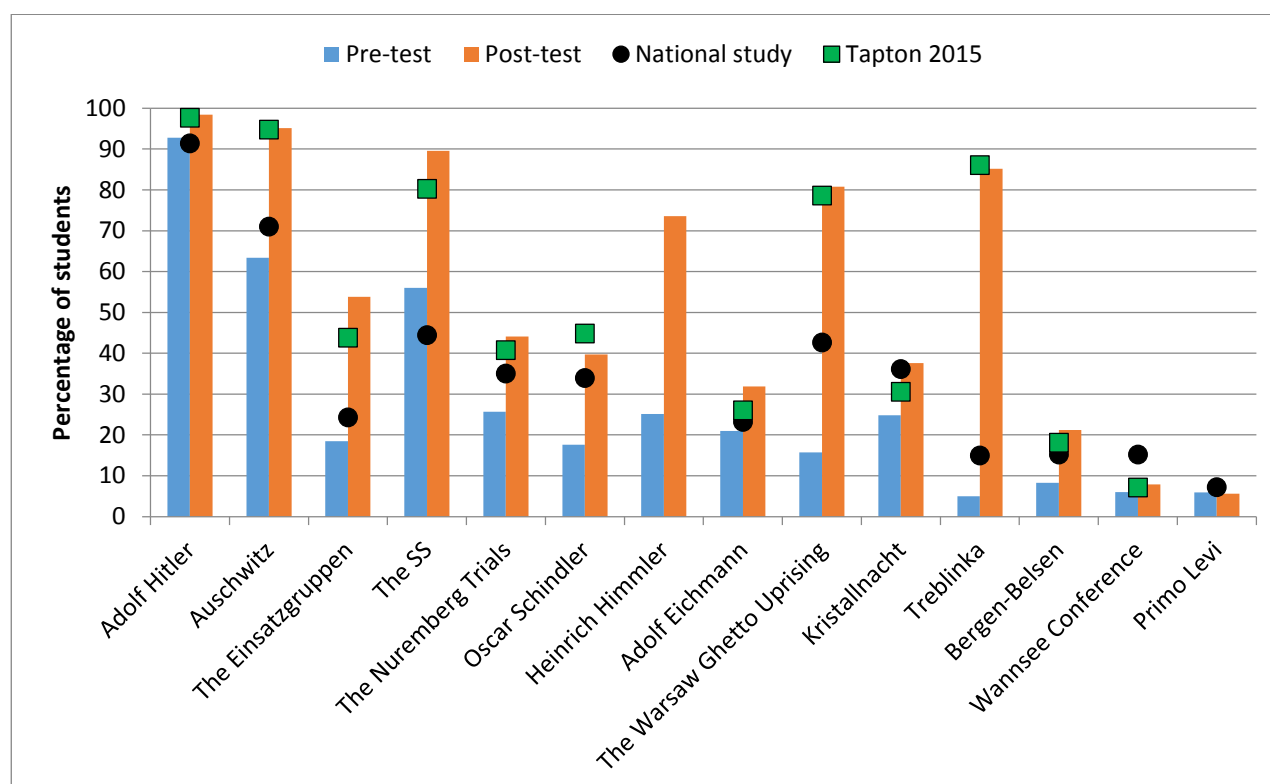
- *'I learned that the Holocaust wasn't just about **gas chambers** and **concentration camps** but that there was a **Holocaust by bullets**'.*
- *'I learned and was shocked how easily people could be persuaded by hatred, fear or **propaganda** to **collaborate** or stand by... it makes me wonder about today and what is going on in the world'.*
- *'**Britain's** role really shocked and surprised me... you know what we knew and when...hard to think we can **justify** knowing and not doing much...maybe we **knew** but didn't really **understand what we knew?**'*
- *'That so many died in **Treblinka** in such a short period is shocking when most people focus on **Auschwitz**'.*
- *'This topic made me wonder how the **Nazis** became so powerful and popular so quickly and also made me realise the importance of the **press**, of **opponents** and **free speech** in a **democracy**'.*
- These examples testify to the accurate and thoughtful use of key terminology, subject specific knowledge and student's ability apply that to their understanding of the world today and their place within it. This cannot be achieved without quality teaching and learning taking place, though strong and varied questioning, solid and secure historical concepts and skills being embedded and meaningful, vigorous and academic language being modelled in teacher talk.
- Dr Hale's 2016 Tapton research report confirms this review's comments considering her keyword recognition findings. Students were asked to identify the correct meaning of several key terms. The findings to compare Tapton students' responses in the pre-test survey and the post-test survey are presented below.
- *'Before and after learning about the Holocaust, the words racism and homophobia were the most recognised words, with nearly all students correctly identifying their meaning. For the two words of particular interest – antisemitism and genocide – recognition of these words increased after learning about the Holocaust.*
- *For the word genocide, 50.5% of students correctly identified the meaning of the word before learning about the Holocaust, and after learning about it, 80.7% of students did.*
- *For antisemitism, at pre-test 26.2% of students knew what this word meant, increasing to 80.6% after learning about the Holocaust, which is excellent.*

- *The black circular markers in the chart indicate the findings from the UCL national research with students. At post-test, the percentage of students at Tapton School who knew the meaning of racism and homophobia was similar to the national sample and substantially greater for the rest of the words, especially antisemitism.*
- *Results for Tapton School's 2016 cohort were similar to the results for the 2015 cohort, although the 2016 cohort were more likely to identify what the terms islamophobia and genocide refer to.'*



- This review's praise for quality provision for and experience of Holocaust teaching and learning also reinforces Dr Hale's 2016 findings regard Tapton School students recognition of people, places and events:
 - *'Students were presented with a list of 21 historical people, places and events and asked to indicate whether each one was related to the Holocaust.'*
 - *Fourteen of these words were, and the percentage of students who correctly identified each of these words as related to the Holocaust is presented below.*
 - *The most frequently recognised Holocaust related words before learning about the Holocaust were Adolf Hitler and Auschwitz.*
 - *There was a notable increase from before to after learning about the Holocaust in the percentage of students who identified the SS, Heinrich Himmler, the Warsaw Ghetto Uprising, Oscar Schindler, Treblinka, the Einsatzgruppen and the Nuremberg Trials as related to the Holocaust. Many of the students' answers were significantly above the national sample.'*

- Thereby this review commends the History department, Mr Fuller and his colleagues at Tapton School for providing a rich and powerful Holocaust education learning experience.
- It is clear, as noted previously, that students are making significant progress, both academically and personally in this area of their study, and these holistic outcomes and attainment successes are rooted in excellent teaching and learning practices and the embedding of critical thinking and encouragement of independent thinking.



- Student voice reiterated Lead Teacher comments regards engagement, challenge and the impact of UCL Centre for Holocaust Education pedagogy on teaching and learning. 2016 UCL student research at Tapton School by Dr Rebecca Hale included the following which indicate the impact of the interventions, speaking to progression and impact – both for learners and in teachers practice:
 - *'I enjoyed looking at the pictures and trying to guess what they were and seeing how it was linked to the Holocaust. I enjoyed looking at different people stories and learning about who were the perpetrators, collaborators, rescuers and bystanders. Also, I enjoyed it because we did a lot more practical work'.*
 - *'I found the topic very interesting and eye opening and I valued it because it was useful. And I felt every lesson there was questions running through my head and only some of them were*

answered, the Holocaust makes you interested always question things deeply. I liked the Being human (the lesson about rescuers, perpetrators, bystanders and collaborators) lesson the best because we were given profiles about individuals and why they were involved and what they were doing if they were helping the Jews or the Nazis’.

- *‘I enjoyed the interactivity of the scheme of work, it was not just the teacher speaking from a PowerPoint we did most of the discoveries ourselves.’*
- *‘I found the lesson about Jewish and non-Jewish resistance against the Nazi regime interesting, before the lesson I knew little about what was done; I didn’t know what else was done to oppose the Nazis aside from hiding Jews and the Jews hiding. What shocked me however was to learn how Britain (and some other countries I assume) knew about the crimes against Jews, disabled and homosexuals and while they claimed to support the persecuted, they did little or nothing about it till close to the end of the war’.*
- The lesson observation undertaken in this review chimed with many of the findings reported in the 2012 Ofsted, including that *‘A range of interesting activities and experiences excite students across the curriculum’*.
- The lesson observed for the purposes of review bore key hallmarks of quality teaching. 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. Throughout, the teacher intervened as and when necessary to advance learning, with strengths being his questioning and attempts to ensure students were thinking about concepts and conceptual frameworks and not just substantive knowledge.
- Several 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. This was especially revealing regards pedagogy and use of teacher talk, not least because in the student voice panel students spoke of a discernible shift in the teacher style or approach to the Holocaust:
 - *‘Before it was doing what the teacher told us... they give us some instruction and a task and we do it kind of thing...but with the Holocaust we were more active and involved’.*
 - *‘Yes. It was all facts and figures and names and battles and stuff but with the Holocaust we got to explore and discuss real people and to think more about them, their situation... their choices if they had any or what motivated them’.*

- *'I think I've learned more with the teacher telling me less if that makes sense?... I think I was curious and the questions asked led me to want answers and then there was questions that followed those answers and so it just means you learn more and more'.*
- *'We weren't just told stuff and talked at when we did the Holocaust. There was lots of questions but we didn't always have the answers and the teacher didn't tell us...instead we did group work or looked at cards with people's stories on... we kinda pieced things together and made sense of it as best we could...It was good to not use textbooks and sit listening all the time'.*
- *'It was more interactive than usual... we were doing the work not just told.'*
- *'We were guided and supported through it, not told and taken...so for me, I tried harder as thought it a better way to learn'.*
- *'We didn't get a simple and straightforward account of the Holocaust like we get with other bits of history we had to think and find out more ourselves... we worked and groups more and made discoveries together... it was pretty cool to do that as it felt good not just to be told stuff but... its quite hard work and a bit frustrating at times not to just have simple answers'.*
- Student praise for the more independent, active learning character of their study of the Holocaust was significant throughout the review, especially about the UCL 'Space called Treblinka' lesson. This largely group work investigation of a site that was largely unknown to students was repeatedly referenced as being a powerful learning experience. It was also the lesson students most referenced in terms of their own learning progressing. They could chart how their knowledge and understanding had evolved during the lesson, could explain how initial thinking or assumptions had been challenged by introducing various evidence and could articulate questions they still had with a sense of how historically they could seek to answer or resolve those issues. One student noted: *'It was pretty amazing to be trusted with Treblinka's story as we uncovered it...each time we learned something new we had more questions and each time we got some new information it confirmed or told us our first thinking was wrong... Lots of people would say we might do Treblinka justice being so terrible a place, but I think we really did look at it carefully with respect and I know it's made me think differently because of that lesson'.*
- 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.

- Such ideas were reflected in Tapton's Student Feedback from 2016 UCL Centre for Holocaust Education Research report written by Dr Rebecca Hale:
 - *'I liked learning about the stories of people who had experienced the Holocaust and also the lesson about "Being Human". It was also interesting to learn about the ways the different groups of people tried to resist the Nazis'.*
 - *'I valued all of the lessons as I believe that I gained a deeper understanding of the Holocaust as I have learnt about it properly before. I really liked learning about everything as I found it all really interesting. I have gained lots of new knowledge of the Holocaust and it has been one of the most interesting periods in history that I have learned about so far.'*
- When asked about the importance or relevance of Holocaust Education today, Tapton School students were very articulate, both in the student voice panel and in the 2016 Student Feedback report by UCL. One student said: *'I found Hitler's rise to power a very good insight into how easily a war could start if we elected the wrong leader of mad bad decisions'.*
- In talking to Lead teacher Mr Fuller it was clear that CPD and the Poland Study visit as part of the Beacon School experience was profound. Whilst using the site-based pedagogy of the latter trip is increasingly difficult to use and develop in the current budgetary and curriculum restricted educational landscape, Mr Fuller does consider the experience and visit to have impacted his practice. What he described as the 'slow reveal' approach so utilised by the centre's Paul Salmons, has been used in his classroom as a vehicle to explore and ultimately challenge misconceptions.
- In Mr Fuller's typically reflective, bold and ambitious, forward looking conversation and plans, he already sees in Berlin (a planned trip for Year 12 students) an opportunity at the Topography of Terror to do something quite different from the conventional walking tour approach and instead see the visit as an 'extended classroom' and 'real opportunity for group learning'. Mr Fuller's Poland experience may not significantly have altered his classroom practice, its pedagogy hasn't been forgotten and instead could come into its own in Berlin, thinking about the space and purpose of such visits differently.

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

- ‘We are Tapton and we value everyone’, ‘We are Tapton and we care for each other’ and ‘We are Tapton and we achieve excellence’ and the fitting vision statements at the core of the Tapton ‘experience’.
- Based on this Quality Mark review visit, we can confidently say these are truly lived at the school, in word, deed and spirit. This is a lived ethos and set of standards, not a ‘bolt on’, empty vision gesture or policy document – there is a genuine atmosphere of learning, sense of belonging and community at Tapton that is much to be admired.
- Ofsted last reported in 2012 that *‘Around the academy students’ behaviour is impeccable. They are extremely polite and courteous to adults and visitors, and say how proud they are to be part of Tapton academy. Parents indicate how positive students’ attitudes are towards school and how much they enjoy their learning. In lessons, their attitudes are exemplary. The academy’s documentation shows that the conduct of students who are educated off-site during part of the week, is equally of a very high order. Attendance of all groups of students, on and off-site, is high.’* This review confirms Ofsted’s remarks as 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 offering directions, opening doors and such like. The school reception area is a busy morning hub of activity, but provides a happy and welcoming space manned by a friendly and professional reception staff.
- Further to the robust but light touch safeguarding procedures on arrival at Tapton, Ofsted 2012 also noted that its *‘Students are fully aware of unsafe situations and show confidence in dealing with them, should they occur. They are especially assured in talking about cyber and homophobic bullying. In their roles as academy councillors, through discussions during morning registrations and in guidance sessions, they take active steps to ensure that it does not happen in the academy.’* In the student voice panel, the reviewer found more evidence to endorse this Ofsted judgement, and would concur with the reports further finding that *‘Students say that they always feel safe in the academy and are confident that they can get support if they have any concerns. Sixth-form students are especially active in supporting younger students, especially in developing key reading skills. Pastoral staff secure very effectively the well-being of students whose circumstances may render them vulnerable and ensure that they are fully integrated and involved in daily affairs.’*
- According to the 2012 Ofsted report *‘A very high number of parents who responded to Parent View believe that their children enjoy school and are achieving well. Inspectors found this to be so in the*

vast majority of lessons. This was true of the lesson observed during the review and in the conversations of the student voice panel. Students do feel safe at Tapton and have a sense of community and pride in their belonging. This breeds the necessary confidence within students that they will be both supported and challenged in lessons and throughout their school life to achieve best possible outcomes both academically and holistically.

- Character education, holistic education or the SMSC dimension and school ethos are rightly recognised as a strength in SWOT analysis produced by Mr Fuller and the senior leadership team. It is clear from the pre-visit document trawl and the visit, itself including the observation, meeting with key staff and the student voice panel that personal development is a key priority, sitting at the heart of Tapton's aims and values and it is evident that Holocaust education's contribution to that endeavour is both recognised and respected.
- The student voice panel participants were exemplary; undoubtedly the best advocates for the school. They clearly felt safe to voice their opinion, were articulate and happy to talk openly (even with the co-HeadTeacher sitting in) identifying strengths and weaknesses of their Holocaust education and wider Tapton experience. This review recommends more use could be made of your students to speak to wider public, engage other schools and to champion Holocaust education is value and purpose. They were a credit to themselves, their families and to Tapton in their thoughtful, reflective and compelling contributions
- Neither staff nor students reported the existence of antisemitism within the school, or of any recent antisemitic incidents, though the latter could point to examples in the wider world and in the media. There was also no record of parental concerns or complaints regarding the teaching of the Holocaust in school.
- During the student voice panel, it was interesting that two students spoke independently about duty of care issues. One student, as noted previously, described their teachers as being '*noticeably cautious*' when teaching about the Holocaust, and that she felt '*they were trying their best not to upset you*'. Another maturely reflected that as young people '*...we should be uncomfortable in learning about the Holocaust but not so uncomfortable or shocked and upset that we don't care or take it in anymore*'. Such reflective and self-aware, emotionally intelligent and literate comments, was in-keeping with a hugely impressive panel of young people who throughout the review process conducted themselves brilliantly.
- Comments such as '*...my teacher treated the Holocaust subject matter with us sensitively... I think they gave the class more chance to formulate our own opinions... there was no forced agenda on us*' speak of the trust and respect between students and staff and the sense of security and learning and supportive environment held within the Tapton School community.
- The high quality student artwork on display throughout the School is beautiful, respected and contributes to the positive learning atmosphere created within this community of learners. The slogans, as pictured in Appendix 4, make the ethos of Tapton ever present and give the learning

environment a sense of place and identity, a source of pride and sets the tone for the highest of expectations. Together the artwork and work outcomes displayed throughout the school affirms the range of talented staff and students at Tapton. This reviews finds the space to be warm, friendly, focused and inspirational.

4. The leadership and management

- In keeping with the 2012 Ofsted, this review finds the SLT at Tapton School to be *'...hugely ambitious on the part of all students and promotes an uncompromising and highly successful drive to maintain high levels of achievement and personal development for all students. Senior leaders share his passion for Tapton to be the 'very best'.*
- Ofsted found in 2012 that *'...systems to ensure an accurate and up-to-date picture of the progress of all groups of students are of the highest order. As a consequence, there have been notable successes recently in the narrowing of performance gaps between different groups of students, including those whose circumstances may render them vulnerable and those known to be entitled to free school meals.'* Conversations with the Lead Teacher and SLT at Tapton confirm that in terms of Holocaust education the gap among the most vulnerable groups in school are indeed being challenged.
- This review panel concurs with the Ofsted 2012 finding that *'All leaders and managers ensure that self-evaluation is robust and that major improvement actions are concerted and carefully planned. There is especially high-quality training and support to sustain excellence in teaching. Performance management of staff is very well organised and identifies clearly individuals' precise development needs. Leaders and managers across the academy evaluate the impact of training thoroughly, to ensure maximum effect...'* as we found considerable evidence of middle and senior leader's reflective practice, of accurate self-evaluation awareness and ambition.
- This review congratulates the school and its leaders for all they have achieved to date, but are especially pleased to acknowledge the powerful sense that the Beacon School project or Holocaust education at Tapton School is not a static piece of work but an ongoing evolution. This speaks of a forward looking, but reflective environment where developmental progress, advice and sharing is valued; hence the emphasis afforded research informed practice and access to quality CPD. This provides the platform for a rich, broad and balanced curriculum design, which, as Ofsted 2012 noted, is *'very well matched to students' needs'* and where *'Students with visual impairment are particularly well catered for in all subjects'*. As noted previously, SLT and senior leaders support very effectively and vigorously academic success, but equally value and strive for social justice, the promotion of equality of opportunity and any discrimination that may arise is tackled immediately.
- The Ofsted report in 2012 stated that *'The governance of the school is outstanding. The governing body receives regular and up-to-date information about the performance of the school, including data about how well students are achieving. They have an excellent understanding about the quality of teaching, as a result of their links with individual subjects and their visits to lessons. Minutes of meetings show that they are confident in challenging the SLT and senior staff....As a result, governors have an excellent understanding of the effectiveness of the management of teachers' performance across the school. They take up training opportunities.'* This review finds that UCL Beacon School status is known to the governors and valued. In their oversight of performance related pay, staff training and progression, the governing body were aware of Mr Fuller's Beacon

School related targets in his Appraisal and recognised his achieving those related targets informally via the linked governor. This was welcomed and appreciated by Mr Fuller, the wider History department and the SLT interviewed during the review process.

- The SWOT analysis completed prior to the review visit confidently speaks of the lead teacher Mr Fuller; he is highly spoken of as a quality practitioner, experienced, passionate advocate and lead teacher, who has been supported by SLT and Ms Rhodes, but also by a collegiate and dedicated team of History colleagues. The Centre's experience of Mr Fuller and this review process confirms a talented and passionate practitioner, a thoughtful, innovative and aspirational educator. He has secured the respect and buy in of his colleagues with his enthusiasm, commitment and determination to develop a strong research informed scheme of work and a series of assessment opportunities have allowed students to flourish and colleagues and the department to evolve in terms of Holocaust education at Tapton.
- The co-Headteacher and middle leaders could not have been clearer about their steadfast support for the Holocaust education at Tapton and the Beacon School programme. Across the board those staff who participated in this review process were unequivocal about the value of Holocaust education 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 his work with the confidence of having the backing of senior leadership, and it ensures the Beacon School programme has a position of prominence and status within the school.
- As much as the Beacon School programme at Tapton School bears the imprint of Lead Teacher, Mr Fuller, these initiatives nevertheless have long-term sustainability. In many respects, teaching and learning about the Holocaust are becoming 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 reinforces how 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 himself. 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. Conversations throughout this review leave us confident that should Mr Fuller leave the school, Tapton is assured of enthusiastic, committed and passionate Holocaust educators taking up the mantle.
- The Centre's Darius Jackson, was Mr Fuller's/Tapton School mentor during the Beacon School year. He comments thus: *'Ben was a delight to work with, enthusiastic and willing to listen to advice...He is very easy to like and work with, that's why we keep getting him to come to present at our sessions. He is excellent at attending and supporting our events...a strong advocate both for our Centre and for the importance of Holocaust education'*.

5. Commitment to CPD and networks

- The quality provision for and experience of the UCL's Centre for Holocaust Education CPD pathway was repeatedly and independently described by staff at Tapton throughout the review as *'transformative'* - twice as *'totally'* or *'utterly'* transformative.
- Tapton's Beacon School Lead Teacher, Mr Fuller described his CPD input from the Centre thus (both before, during and since the Beacon School year):
 - *'...by far the best teacher training and pedagogy CPD or I've ever had. It is as simple as that really...'*
 - *'I remember Darius (The Centre's Darius Jackson) unpacking what teaching and learning was in a way that I had never heard before... that made me rethink what teaching was, but also challenged my understanding of learning and the relationship between the two... It was such a powerful CPD session on so many levels.'*
 - *'...its created a new model or expectation and standard for me of what a lesson should be... or rather, could be...that is a massive impact and change for any teacher.'*
 - *'A major thing for me as a teacher has been in its impact on my planning...The CPD has really shaped the way I write and develop lessons, not just for the Holocaust but in other topics as well...it's had a wider departmental impact as the pedagogy has become embedded, so our slavery topic has been reworked for an example using the UCL Holocaust model...'*
- Tapton ran a successful CPD day during its Beacon School year. Mentor Darius Jackson from the UCL Centre for Holocaust Education confirmed that *'Ben...had a very well attended CPD day in a hotel in Sheffield and built a network even though we have a strong presence in South Yorkshire. I also ran a twilight for the History department and a few others in his school, I think I did Being Human but that was so long ago, I do remember there was a very bubbly engaged discussion on the day.'*
- As noted earlier, the Poland Beacon School study visit has proven influential in as much as it has reminded Mr Fuller and reinvigorated staff in the History department in terms of exploring *'History around us'*, thus a more immersive and potentially telling experience and enriching exploration of historical narratives and skills.
- Evidence collected throughout this review 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 Mr Fuller is quite correct to note as a strength in his SWOT analysis the range and accessibility of CPD on offer to Tapton and its family of school's staff.

- Discussions with staff members who have participated in CPD provision 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 Mr Fuller's SWOT analysis that staff who have participated in the Centre's CPD are more confident in their teaching – especially in relation to difficult and challenging subjects.
- CPD provision under the auspices of the Beacon School programme, have made a discernible impact on the staff of Tapton who have attended. 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.

Phase 4: Summary reflections of quality mark visit

Because of these activities the reviewer would like to report

What Went Well:

- Tapton School places great store on its Beacon School status. Teaching and learning about the Holocaust is a central and distinctive feature of History and its curriculum offer.
- The importance of the school's Beacon School status is clearly understood by all staff. The position of these initiatives within Tapton is testament to the skill, dedication, and passion of the Lead Teacher, Mr Fuller, and has been made possible thanks to the unstinting support of Senior Leaders within the school; particularly Co-Head Teacher Kat Rhodes. Both of these components – inspired leadership from a hard-working Lead Teacher, and advocacy from a co-Head teacher who understands the significance of Holocaust education - have been fundamental to the school's success.
- In Mr Fuller, Tapton School has a gifted and committed Holocaust educator and innovative classroom practitioner. He has been backed and supported by an experienced History department who have moved Holocaust education at Tapton forward in a spirit of collegiality.
- Despite its successes in Holocaust education, Tapton School is not complacent. Rather, it is school that knows itself well. Senior and middle leaders are rightly proud of successes and strengths to date, whilst able to identify potential weaknesses or areas for innovation and development. They are reflexive enough to respond to ongoing evaluation, analysis, and emerging challenges and also increasingly outward looking, open to opportunity and innovation.
- Pedagogical practice in Holocaust and genocide education at Tapton School is underpinned by research-informed CPD as is the scheme of work that the History department have developed and implemented for Year 9 students.
- Excellence in Holocaust pedagogy at Tapton School carries with it wider positive ramifications for teachers' practice within the History Department and beyond. Use of UCL pedagogy has already had teaching and learning implications beyond the Holocaust and could well have across the school.
- Senior and middle leaders are highly ambitious for their students, staff and community and thereby committed to improvement, both academic and civic. Holocaust education and Beacon School status was found to be valued top-down, recognised for its contribution and ongoing impact at Tapton School, where everything is truly '*student centred*'.
- Tapton School 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, FBV, citizenship, healthy schools and Prevent. Together this work serves to

enhance and enrich the students' personalised curriculum, sense of self, personal development, well-being and safety.

- The Beacon School programme has in some way fused the History to the SMSC and the SMSC has informed or supported the History.
- The Beacon School programme has supported Tapton Schools commitment to challenge learners. Questioning is a strength of the practice evidenced during the review as is the powerful use of academic language and key terms. The UCL principles of developing critical and independent thinkers are embedded within the History department and this could well have significant wider teaching leaning benefits in terms of continued school improvement.
- Students are genuinely interested in and enthused by teaching and learning about the Holocaust. Students enjoy studying the Holocaust, 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.
- Holocaust education at Tapton School is understood as a right for all. Its inclusion and integration for access to quality provision and the richest Holocaust education learning experience of the visually impaired alongside their sighted peers is outstanding. The collaboration of teacher and specialist support staff to ensure this rich and immersive opportunity is exemplary best practice. Such innovation and professionalism demonstrates just what can be possible for all learners accessing this most troubling, emotive and complex history.
- An inspirational and truly lived ethos is the foundation of Tapton School and its students' academic success and personal development is premised upon values, caring and excellence. This is a learning environment where students thrive and flourish as whole people and Beacon School status and the work to develop Holocaust education contributes to that in meaningful and distinct ways.
- Mr Fuller and Tapton School have been committed and active participants in the programme and valued partners with the UCL Centre for Holocaust Education; whether by involvement in ongoing research and impact evaluations, attending events, championing the Beacon School programme and hosting CPD – it's a longstanding relationship that has benefitted Mr Fuller, Tapton School, its students and staff and the UCL Centre's team.

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 Beacon School programme is well embedded within the school, especially its strong History department, helping to secure sustainability. At the same time, the initiative remains 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 Mr Fuller mentoring another staff member, who might take on responsibility for a strand of evolving Beacon School work or related projects.
- To continue to reflect, hone and refine existing assessment of the Holocaust to enable students to more fully demonstrate their outstanding knowledge, understanding and insights, and consider the possibility of using Tapton learner levels in small scale tracking of the Holocaust.
- Look to develop or consider developing a benchmarking of student's substantive knowledge and understanding (short pre and post survey: 10 questions in History or within a series of lesson focusing on Holocaust work). This could draw upon the key findings and recommendations of the new UCL research briefings and would support the very strong tracking and monitoring of students at Tapton. This could serve to help share lesson content and be useful in the personalising of the curriculum, and address perceived barriers regarding learners varying points of entry. It could be a short interactive, multiple choice survey or questionnaire that could act as a student voice indicator, be attitudinal (not to replace the formalised written assessment piece already in place). Perhaps a trial or pilot in conjunction with UCL Centre for Holocaust Education research team? This could also supplement SMSC, pastoral and civic work with use of the Tapton learner levels.
- Consider your rich opportunities for cross curricular collaboration. This could be a chance to significantly move your practice forward (Boy in the Stripped Pyjamas to either be removed from English or reconfigured in a genuinely powerful and integrated historical way for examples, or in all departments signing up to the Holocaust education guidelines of IHRA/UCL so to ensure consistency in pedagogy regards the Holocaust); this links to CPD and wider school improvement opportunities. Possible opportunity here for engaging primary feeder schools and exploring opportunities for a spiral curriculum?
- Ensure Beacon School status is secured as a priority moving forward in Tapton School Improvement Plan beyond 2017, whether specifically or simply a case study where appropriate – protect development and reflection time, embed and share best practice as indicated during visit.
- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust within your professional development calendar – running another CPD day for you/your hub/network to ensure emergence of a critical mass across a department or departments. This could also be

whole staff provision, or twilights, both internally at Tapton, throughout networks or region.

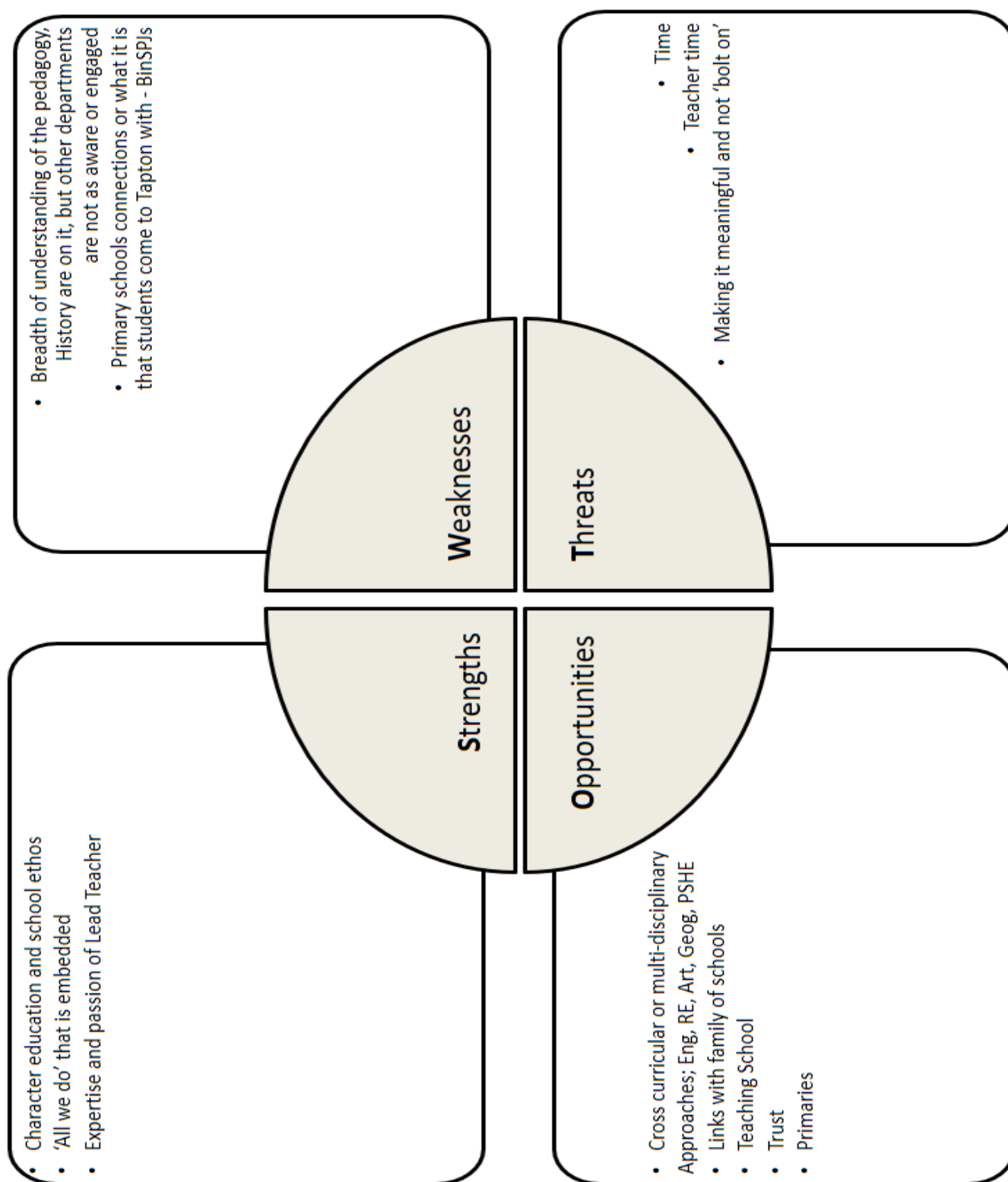
- Maintain inclusion of Holocaust Education Beacon School status in Lead Teacher Appraisal or Performance Management. This could be a formal identified target, or minimally a standing agenda item for discussion at the appraisal meeting and review. Is there an emerging role for Mr Fuller in terms of specialism regionally? Might there be opportunity for one day release annually to led a review of a UCL Beacon School in North East?
- Consider succession planning. Beacon school status resides with the school, not the lead teacher, so it is essential to ensure that the principles and opportunities are shared widely to ensure, should Mr Fuller leave, Tapton School will have a group or individual ready to step up and continue this work. Being mindful of all schools' risk in changes to personnel (national issues regarding recruitment and retention) could be crucial to sustaining and further developing the outstanding Holocaust education provision and opportunity at Tapton and in the evolving MAT and TSA or regionally.
- Possibility of parental or community engagement, small scale family learning, or survivor event? Parents ought to know of your 'Beacon School' status. This would enable Beacon School work, and Tapton School to become more 'outward facing', encourage family and community learning, and allow the excellent student voice to be heard outside.
- Use your compelling student voice to help move Holocaust education forward – they have some insightful and thoughtful ideas about further progression and direction of this work. They are your best ambassadors. Student evaluation or voice can significantly aid departmental and school improvement.
- Continue to monitor, evaluate and consider the role of the student project portfolio – whether as optional aid or centralised source? Does it support or hinder? Is it a form of differentiation?
- Governor/s to up skill in relation to Holocaust Education which will enable them to challenge as well as support the school in this important area of its work (possibly a link governor/Humanities governor)?
- To reinforce and extend Tapton School's Beacon School status, 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, or indeed, work with the Teaching School.
- Related to the above, consideration could be given to how Tapton School'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 Tapton and UCL.

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 Tapton School achieved full accreditation, conditional on minor amendments to its scheme of work documentation. This was completed by the Lead Teacher over the summer period, so full Quality Mark status is conferred 18/09/2017.

*See EBIs for suggested areas of ongoing development.

SWOT analysis: Completed by Ben Fuller, Tapton School Lead Teacher (Beacon School)



Beacon School Accreditation summary;

In light of its work in the field of Holocaust education and for meeting all required elements of the Beacon School programme, the UCL Centre for Holocaust Education is proud to award our Quality Mark to Tapton School 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: Nicola Wetherall MBE

Reviewer's signature:



Comment: 'Tapton School richly deserves its Beacon School status. It is a hub of excellence, with a gifted and inspirational Lead Teacher, Mr Fuller, ably supported by departmental colleagues and championed by co-Headteacher Ms Rhodes. Tapton School has achieved much to date, and can share best practice, materials and pedagogy with others in its network and regionally, but most impressive are its values, its caring and aspirations. This fusion has truly enabled quality teaching and learning about the Holocaust to take place. Tapton School is a true Beacon for its pride in and ability to showcase to others its innovation, inclusion and engagement, but also for its open, reflective practitioners and leaders always considering how to improve and move forward. Consequently, Tapton students are assured a quality academic and enriching learning experience. The informed, articulate, thoughtful and empathetic global citizens who contributed to the student voice panel were remarkable ambassadors of a school that has so much to be proud of and with such determination and vision to push on to even greater success. It was a pleasure to visit and to see such work in action.' **Date:** 5 May 2017

Programme Director: Paul Salmons

Programme Director's signature:



Comment: We are delighted to award Tapton School with the UCL Centre for Holocaust Education 'Quality Mark' and re-designate your Beacon School status for a further three years. There is an array of good practice here and a continuing and commendable commitment to review, refine and innovate through supporting ongoing CPD and embedding research informed practice in the classroom. We look forward to continuing to partner and hearing how Tapton School develops and evolves in response to the 'EBI's'.

Executive Director: Professor Stuart Foster

Executive Director signature:

