

UCL Beacon School Programme

QUALITY MARK AND RE-DESIGNATION REVIEW, WRITTEN REPORT

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DATE OF LAST OFSTED INSPECTION AND GRADE	26–27 January, 2016, graded 2, GOOD (with identified outstanding features)
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	8 February, 2017
QUALITY MARK AND RE-DESIGNATION REVIEWER	Nicola Wetherall, UCL Centre for Holocaust Education



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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

- Rodillian Academy is a much larger than average secondary school. At the time of the review visit there were 1600 students on roll, (including 200 in the Sixth Form). At the time of writing 9% students have a statement or EHCP (or other SEND categories), 30.9% (based on 2015-2016 data) of students are eligible for PPG, 28% are current FSM and 2.2% have EAL.
- The proportion of pupils known to be eligible for support through the pupil premium is above the national average. Pupil premium funding is additional government funding for pupils known to be eligible for free school meals and looked after children.
- A small number of pupils are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs is below average.
- Since 2008 excellent progress has been made regards pupil attainment. In 2007 19% of students gained 5 A*-C including English and Maths; in 2013 72% gained 5 A*-C including English and Maths; this rose to a record breaking 76% in 2016.
- Rodillian's Progress 8 score, as shown in the School Performance Tables is well above National Average, only two schools were in this category in the Leeds Authority. Attainment 8 is also above well above National Average.
- Rodillian's Sixth Form is in the top 25% of Sixth Form providers for student performance at A Level nationally, and for BTEC the amount of outstanding teaching and learning is joint first in the country.
- The academy meets the government's current floor standards that set minimum expectations for pupils' attainment and progress in English and mathematics.
- Behaviour at/in the Academy is exceptional. This was supported by Ofsted in 2012 and again in 2016 where Rodillian gained an 'Outstanding' for 'Personal Development, behaviour and welfare'.
- Though traditional in approach to discipline, Rodillian's curriculum is as modern, innovative and personalised. *'For students in Year 7 we have introduced our Resilience curriculum, where students are taught the essential skills for learning and life. In year 8 and 9 our students can access our Applied Resilience curriculum, where they have a raft of opportunities that they may not have had, including, skiing, water sports, horse riding, cake decorating, photography and stage makeup. This is also when our Rugby and Netball academies train. Further to this, Year 9 students can select pre-options in order to get a taste of their preferred GCSE subjects and hopefully become inspired and enthused at the same time. We have a three-year Key Stage 4 which allows students to spread the*

load of qualifications, further personalise their own curriculum and also prepare better for either post 16 education or work.'

- Rodillian Academy is part of the Rodillian Multi Academy Trust (RMAT). The local governing body plays an advisory role. The Trust is represented on the governing body.
- The Academy rarely uses alternative provision, and, when it does, it uses Southway, which is managed by the Rodillian Multi Academy Trust.

Rodillian Academy was rated Good in its most recent Ofsted inspection (26-27 January 2016). The report noted:

- The executive head teacher and all other leaders have created a clear and compelling vision for the academy, where high achievement and clear discipline are paramount.
- Governors, leaders and managers have the right balance between supporting, motivating and challenging staff. Consequently, staff morale is high.
- Significant and sustained improvements have been made in pupils' outcomes since becoming an academy in 2012. Outcomes are improving and by the time they reach Year 11, pupils' attainment is often above national averages.
- The behaviour of pupils is excellent. The academy has high expectations in terms of both behaviour and learning.
- Attendance has improved year on year. Pupils are proud of, and enjoy coming to, the academy.
- The management of teacher performance is clear and effective. It focuses on improving teaching and outcomes and has had a significant impact on the improvements made.
- Teaching is strongly improving across the academy. As a result, pupils and learners in the sixth form are now making good progress in many subjects.

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

Continue to improve the quality of teaching, learning and assessment by ensuring that:

- specific groups of pupils, including the more-able, disabled pupils and those who have special educational needs, make at least good progress in all subjects including English.

- best practice within the academy is shared and developed to improve further the impact feedback has on pupils' progress.
- homework is challenging and consolidates and deepens learning.

Continue to improve sixth form provision by ensuring that:

- academic learners accelerate their rates of progress in some subjects.
- all academic learners consistently experience some form of work experience.
- success rates for learners resitting their GCSE English and/or mathematics continue to rise.

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

Not applicable, as 8 February 2017 was Rodillian Academy's first re-designation/Quality mark visit.

Phase 1: Non-Negotiables

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

	YES	/	NO
• Has the Lead Teacher attended one-day UCL CPD course?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has school hosted one-day UCL CPD course for network/local/regional schools?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has the school identified a named member of SLT to support Beacon School Status?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Did Lead Teacher and member of SLT attend UCL residential?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Did school submit initial Scheme of Work?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has the Scheme of Work been refined/edited in light of UCL mentor feedback?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Did school send representative on Poland trip?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has the Scheme of Work been shared with at least five partner schools?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has Beacon School Status been prominently included in the SIP plan and acted upon?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has teaching and learning about the Holocaust been observed by UCL?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has a SWOT analysis been provided by either Lead Teacher, SLT or both?	<input checked="" type="checkbox"/>		<input type="checkbox"/>

As a result of this initial phase of the Quality Mark Review the following actions are URGENTLY required to ensure compliance/re-designation is possible:

Not applicable as Rodillian Academy met the expectations.

Phase 2: Summary of review visit methodology

The UCL Quality Mark reviewer undertook the following activities:

Prior to visit –

- Copies of The Rodillian Academy Improvement plan, most recent Ofsted report, a copy of the Scheme of Work and original Beacon School application documents were requested, collated and reviewed, along with links to related policy documents on the Academy's website.
- A SWOT analysis was completed and a rich and impressive range of supplementary evidence 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 Lorraine Waterson (Head of History and Politics/Lead Teacher) and three students (Yr9)
- Meeting with SLT links – Andy Percival (Deputy Head teacher), Julian Snape (SLT on secondment, responsible for special KS3 projects)
- Meeting with Lead Teacher – Lorraine Waterson (Head of History and Politics/Lead Teacher)
- Work scrutiny undertaken (mixed ability, boys and girls, and range of classroom teacher), sample lesson plans and resources from various subject areas and documentation including UCL scheme of work in History, plus assessment data and standardisation pack, reviewed and discussed. Copies and photographs of examples and displays taken throughout visit.
- Lesson Observation – with Lorraine Waterson, Yr8 History lesson from the Holocaust Scheme of Work.
- Student voice interview – with 10 students from current Yr8 cohort, mixed ability and gender.
- Meeting with range of staff who have experienced and engaged with UCL Centre for Holocaust Education CPD – Rodillian Academy teachers (Lorraine Waterson - Head of History and Politics/Lead Teacher, Samina O'Brien – Head of Humanities/RE Teacher, Tom Pickup – NQT History Teacher and Alex Williams- Head of Social Sciences/Sociology Teacher) and Deputy Head teacher of Leeds Jewish Free School, Jagdeep Dhaliwal
- Meeting with Andy Milner - Deputy Director of Learning, History teacher and Principle examiner for OCR – regards assessment/marks scheme.
- Visit debrief – with Lorraine Waterson (History/Lead Teacher)

After visit –

- Confirmation and clarification was sought, via email, on details for the report, regards cohort data, marking policy and the development of the RMA.
- Reviewer sent letter of thanks via Lead Teacher acknowledging the students in Yr8 and 9 who participated or involved in the visit; particularly their time, thoughtful contributions and honest reflections of their Holocaust education experience at Rodillian Academy.

Phase 3: Key findings

1. Assessment, Achievement and outcomes for students:

- The assessment, achievement and outcomes for students at Rodillian Academy, especially in Year 8 – where **Holocaust education sits in the Academy's collapsed key Stage 3 provision, is driven by a commitment to 'Empowering Learning' and a 'Contemporary curriculum rationale'**.
- Rodillian Academy documentation clearly states: *'Our interconnected world will continue to produce huge challenges, which will require both local and global solutions. We are doing our students a disservice if we are not informing and preparing them for tackling contemporary life through inspiring and challenging lessons.'* This review concludes **that teaching and learning about the Holocaust sits prominently within this bold and relevant curriculum offer. It both informs and equips them to explore a range of complex and interrelated issues and demonstrates the possibility and importance of empowering young people to safeguard the future by exploring the past.**
- *'Teachers are in an ideal position...'* Rodillian Academy's Empowering learning document continues, *'...as educators to offer new perspectives on our fast changing world'*. The UCL Centre for Holocaust Education would concur, and seek to equip teachers with the knowledge, skills, confidence, strategies and research informed materials that can facilitate such teaching and learning in the classroom.
- Rodillian's 'Empowering Learning', 'Contemporary curriculum rationale' goes on to state: *'Outdated curricula and textbooks only reinforce traditional, ingrained topics, omit current affairs, politics and fail to highlight relevant issues. The student's ability to analyse all forms of media is essential. Curricula are not always developed having considered the social, political or economic landscape we now find ourselves in. Readdressing 'what do our students need to be aware of today?' will allow teachers to place the practice of tackling the big questions of the day at the heart of the year 8 units of study.'* Such a rationale is in-keeping with UCL Centre for Holocaust Education concerns regards inaccuracies in textbooks regards the Holocaust, often the use of imagery and activities or questions in some of those most commonly used. It also speaks to the Centre's principles of relevance, tackling controversial, difficult, sensitive or challenging issues – embracing complexities and the messiness of learning, and encouraging independent and critical thinking skills. Again, the Holocaust is not just history, but has enduring relevance and resonance in current events and thus a **Holocaust education in Year 8 finds a natural home at Rodillian Academy.**
- Rodillian's reflective curriculum is bold and ambitious. *'The Rodillian Multi Academy Trust will offer a contemporary, fluid curriculum that will explore what connects us to the rest of the world. It will explore what connects us to the rest of the world. It will empower our students to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world. One aim is to give students the space to imagine different futures and the*

role they can play in creating a fair and sustainable world'. But how to deliver such complex and wide ranging curricula?

- 'The humanities...'* the policy document goes on, *'...and contextual media will endeavour to challenge misconceptions and encourage students to evaluate the media and current events from a range of perspectives.'* **The review found many examples of this impactful approach and evidence of how students engage. Similarities and differences were mentioned by students when talking about the legacy or echoes of the Holocaust in today's world, in the way refugees are labelled, in how Donald Trump has spoken of the 'other'. Students mentioned during the review visit tour of the school the language in some of the press reporting on the judge's verdict post Brexit vote as being 'Enemies of the People' – thus drawing parallels, astutely recognising warning signs and offering informed and insightful comments on a range of world affairs including Islamophobia, the rise in hate crime, antisemitism, the migrant crisis, and impact of populist and far right nationalist groups.** The Rodillian Academy document goes on to say *'Our students will also think critically about challenges facing their local and global community through topics like politics, migration, diversity, equality of opportunity and sustainability.'* Based on the student voice feedback, this review concludes that **this programme is making a meaningful contribution to their civic and global citizenship**, and students are indeed able to demonstrate sound and thoughtful knowledge and understanding, of the Holocaust, both orally and in writing.
- 'Our aim...'* states the Rodillian policy document *'...is to make learning topical and engaging while providing opportunities to explore some of the solutions to these issues. The curriculum will also offer opportunities to promote community cohesion...In order to empower out students socioeconomically and politically, the curriculum will explore the following concepts: peace and conflict, diversity, human rights, interdependence, social justice, environmental issues and sustainable development....Our aim is for all year 8 students to cultivate the attributes of being: confident, critical, aware, respectful and empathetic'.* The challenge inevitably, is how to track, monitor or assess such outcomes? Such a concept led curriculum means students are exposed to a rich and challenging menu of ideas, examples and issues and it is clearly hoped will gain an intellectual depth in their understanding – such substantive knowledge and understanding can be assessed in a range of ways, and is successfully so at Rodillian. But **what about the equally important soft skills? How do you measure student attributes and abilities to be respectful or empathetic? Can the Holocaust offer a lens through which both academic excellence and personal development opportunities can co-exist?** Certainly the UCL Centre for Holocaust Education would share Rodillian Academy's hope that through their studies 'Students will become increasingly empowered to respond to current affairs and their society in an informed, insightful and rational manner.' But the soft skills are hard to quantify and in the case of Holocaust education, should come from students learning their own lessons to be in-keeping with the independent learning principles.
- Therefore, **Rodillian Academy's contextual media vision and rationale drives the experience of, commitment to and provision for quality Holocaust education.**

- The Academy improvement plan clearly states that ‘Holocaust education is a central part of SMCS provision within the academy and MAT. It is part of the year 8 contextual media curriculum. Rodillian MAT is committed to providing its students with an inspiration curriculum that enables them to understand their place in the world in which we live. Resilience is a fundamental part of the curriculum for all students and Holocaust education is central to this as it encourages and enables students to explore the causes, events and consequences of discrimination and prejudice that lead to genocide and specifically Holocaust through the experiences of the people who endured it. Rodillian is the lead school in the MAT and provides all of the resources for Holocaust education based on the UCL (IOE as it was formerly known) resources.’**
- The Academy’s improvement plan identifies clearly the ways in which their stated aim will be delivered and that vision of ensuring all students understand the relevance of their learning and their place in the world is achieved, in so doing, linking assessment, achievement and outcomes for students. It notes that *‘HODs of Humanities and Academic studies departments to be given one day of curriculum planning time every term to be held at Rodillian. The Holocaust will come under the Social Justice section of the year 8 curriculum which covers the second term of year 8 and the Holocaust will be taught over half term (6-7 weeks 12-14 lessons).’*
- Rigorous Quality Assurance is in place and a clearly defined success criteria to monitor, track and reflect that stated vision and aim;** *‘Lesson learning walks will take place across the MAT to ensure the quality of Holocaust Education provision. Work scrutiny will be carried out as part of Red File checks to ensure quality of provision across the Trust. This will be reviewed by LWN as part of MAT visits with AGY. The Contextual Media curriculum will be assessed during learning walks and reviewed at the end of each term. Student voice will be used to evaluate the impact of Holocaust education in year 8. Assessment data will be used to analyse the impact of the course on Historical skills and knowledge’.* It will be interesting to see the results of the Academy’s internal student voice impact survey at the end of the year. Please do share with UCL Centre for Holocaust Education, especially the research team and Dr Rebecca Hale – as this will further help hone and shape our programme and help inform other ways we can support Rodillian Academy in developing its provision and outcomes for young people.
- The Academy’s 2016 Ofsted report noted that *‘Since 2012 outcomes have continued to improve strongly as a result of highly effective teaching...Pupils achieve especially well in information technology, business studies, health and social care, history, religious studies and mathematics. As a result pupils are well prepared for the next stage of their education, employment or training. Pupils work hard and want to do well in all their subjects.’* Based on the lesson observation in History, plus student voice feedback, students make good progress in their Holocaust education studies and that they have a determination to succeed, to *‘better understand’* and a desire to *‘learn more’*.
- The excellent progress students make in their Holocaust education is thanks to high quality teaching practice, but also a well-planned, thoughtful and engaging curriculum.** Ms Waterson’s Scheme of Work (developed across the year of Rodillian Academy’s UCL Beacon School programme, 2013 and constantly reviewed and refined) takes as its inquiry question *‘Why is the Holocaust such*

a significant event in history?’ The scheme of work is divided into Parts 1 and 2. A mock exam punctuates the teaching of the two parts. Both are detailed and in keeping with the UCL Centre for Holocaust Education pedagogical principles.

- **Rodillian Academy’s Holocaust scheme of work includes a range of UCL Centre for Holocaust Education materials;** Part 1 includes those focusing on the story of Leon Greenman, as well as the interactive timeline and pre-war Jewish life/Plauen whilst Part 2 references resistance, liberation and legacy/‘surviving survival’.
- **There is a clear overarching rationale** to the two-part scheme of work and a sense of purpose befitting the school, cohort and its context, especially with broader whole school aim: The Holocaust within the Contextual Media course aims *‘...equip students with the knowledge and skills to be able to evaluate current events critically, make their own judgements in order to be active citizens in British multi-cultural society’*.
- This review found a great deal of anecdotal evidence, both in student voice and among staff discussions, that **Holocaust education is providing a powerful SMSC experience for learners and that it was contributing to student’s civic sense and citizenship**. It confirmed Ms Waterson’s scheme of work reflection on outcomes in the UCL scheme of work template. Asked how the school as an institution benefit from the approach you have taken Ms Waterson states: *‘One of the key aims of the academy is to produce resilient students who will become active citizens, contributing to our society in a positive way. Holocaust education is essential for this and its inclusion within the Contextual Media curriculum enables students to scrutinise the views they are exposed to, critically analyse them, come up with their own judgement and then argue and influence others to address not only misinformation but also prejudice and discrimination’*.
- It is less clear if the specific history scheme of work stated aims/inquiry question are addressed when first formally assessed at the end of Part 1. To be able to assess significance, and thus answer ‘Why is the Holocaust such a significant event in history?’ students need to have a sense of what comes *‘after’* – whether on an individual level (Leon), or on a societal level (the void). Without that how can they gauge importance of the Holocaust, let alone the importance of Holocaust education? That said, Part 2 of the scheme of work does address this, so it is worth considering whether the formal assessment/mock exam element is premature.
- **The scheme of work (both parts 1 and 2) allows for some 15 lessons of history, 50 mins each. This precious curriculum time is well spent,** allowing for key themes and complex issues to be considered fully. This level of curriculum time for Holocaust education is unusual nationally and Rodillian Academy should be commended for securing such quality provision.
- It is especially noteworthy that within Part 1 of the scheme of work so much time is given to pre-war Jewish life, as the UCL Centre for Holocaust education’s research shows this is often overlooked by practitioners. To appreciate that which was lost it is essential students have a sense of the thriving, diverse Jewish community before. The range of activities and materials that enable

exploration of this aspect within the scheme of work is impressive – not least given the detail and understanding demonstrated in the student voice panel. Students had very much engaged with this aspect of the learning. It was clear that **Plauen materials have left a lasting impression on students, and that the card sort activity had ensured understanding of the range of European Jewish communities and experience.**

- Some of the scheme of work lesson objectives are clear and concise, others suitably ambiguous to provide stimulus, challenge and engage students at outset. The latter also serve to ensure outcomes are authentically student led (linked to their questions and discovered within the learning experience) rather than revealed by the teacher in advance.
- This **review confirms high quality substantive knowledge student outcomes** based upon work scrutiny, lesson observation and in student voice.
- There is clear and advanced thinking of linking the history scheme of work (Parts 1 and 2) to other subjects across Rodillian Academy. It will be interesting to see how these cross-curricular opportunities build and develop.
- **Rodillian Academy has planned, standardised and formal assessment of the Holocaust.** This is an encouraging development, not least because so many schools shy away from assessing learning about the Holocaust.
- The assessment used is formative in that it monitors student learning to provide ongoing feedback that can be used by practitioners in the classroom to improve their teaching and by students to improve their learning. Ms Waterson notes in the scheme of work draft self-assessment form for UCL that: *'The year 8 mock is designed to test what students have learnt from the lessons they have completed up until half term (this may not signal the end of the course as it depends on term timings) in conjunction with developing GCSE skills in line with school assessment rationale. Additional optional assessments on life before the war and resistance are available to check students' skills and develop historical literacy. Students' work is checked every lesson by the teacher to ensure progress and verbal questioning is used throughout to clarify, develop understanding and ensure progress.'* 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, in the use of purple pen, and 'up-levelling' work.** 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. Ms Waterson noted this during work scrutiny: *'...particularly the questions of students and the development and types of questions students address across the course. Typically, they start with how, when questions and develop to why and wider questions on specific groups of people, for example, treatment of Jehovah's Witnesses or the difference between bystanders, collaborators and perpetrators'.*

- This review can confirm that teachers have an excellent understanding of student's individual needs, progress and are offer feedback that develops both knowledge and understanding. This was evidenced by range of 'up-levelled' work, purple pen use in work scrutiny, but also in 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 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.
- During the review process the current assessment task for Year 8 pupils was extensively discussed; primarily because of concerns that in its existing format the questions were more geared towards recall than higher order historical skills. **Student voice panel and work scrutiny clearly demonstrated that Rodillian Academy 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 with Ms Waterson and Mr Milner were helpful; each offered a robust defence of the assessment's current rationale, and clearly understood the marks scheme and historical skills they hoped to examine. There was a sense this current version was in line with OCR exam requirements and would contribute to students practicing exam skills necessary for future success.
- What was striking in Mr Milner's talking through of the assessment paper was the idea of this being about students becoming '*better historians*'. The passion with which he spoke about the assessment paper, accompanying standardisation pack and previous assessments of the Holocaust, focused on the '*hook*' of the Holocaust. In Question 1, he agreed this was recall focused, but suggested this was important for lifting students and providing a sense of achievement early on, providing '*a confidence boast*' as students sat the paper. Such a fillip, motivates students to persist, and then in Question 2, there is an inference activity (Barney's toy). Again, with the toy pictured, students have something to base their answers on, a prompt, a stimulus. Mr Milner referred to the standardisation pack to indicate a range of student response where sophisticated inferences were offered, with some substantiated with evidence. Does this not replicate what students will have done in the lesson and thus hinge on recall? Perhaps instead an alternative object - such as the shoe (Ordinary things) or Hana's suitcase – could be used to see students apply the skills developed in the lesson to a new source, object or stimulus? In Question 3, students are presented with a narrative task, to write a short account of what happened to Leon Greenman and his family but why organise events in Leon's story chronologically, to what ends, how does this help us? Mr Milner responded this was true, though chronology in itself is an important historical concept, but

pointed instead to examples where students were *'...piecing together a story that had inspired and engaged them from their lessons'*, where some were *'starting to allude to historical significance'*. Question 4 posed a less *'historical'*, more self-reflective task; but is this something that the scheme of work prepares students to answer? This point was acknowledged by both Ms Waterson and Mr Milner – but it was defended, as student's assessments demonstrated *'real successes'*. **The Holocaust was proving *'...a great subject/topic for students to what they know, how they had engaged, what they understood'*, whilst also proving to students that they *'could do well at it.'***

- **Around 80% of current Yr8 students performed significantly better in their recent Holocaust assessment than in the previous topic, with the rest doing at least the same and only a handful doing worse** – largely because of student absence. Ms Waterson remarks that in the last question, on why it is important to study the Holocaust, she had seen some impressive answers with many students linking it to the current political situation – this was confirmed in work scrutiny and standardisation pack.
- **Evidence from the partnership with the Leeds Jewish Free School reveals that 90% of students achieved higher results in the end of year exam** (opting to complete the Holocaust related questions) **compared with when they sat the individual Holocaust assessments during the time they were being taught the course.**
- Rodillian Academy, and its History department, enjoy a wealth of assessment and examiner experience. It is clear, much thought, time and effort has gone in to assessment – and there was a genuine openness by all parties to reflect and consider the points made during the review regards dominance of recall/memory, rather than enabling showcase or challenge of higher order skills. **The spirit of critical friend, both celebration and developmental focus of the review process means that we can be confident that Rodillian Academy annual internal review of assessment will enable and inform ongoing self-reflection of the discussion points raised. This will undoubtedly help ensure that the assessment will truly be useful for both the student and the teacher.** For example: Is the scheme of work question 'Why is the Holocaust such a significant event in History?' answered? How do you/students know? Does it feature in the assessment? (It is related, but not the same as Question 4). Could Question 2 and 3 change places as currently the phrasing of the assessments questions (e.g. asking about the owner of the object, to then say who it is in the next question) seemed odd?
- *'There is no summative assessment for KS3 students' at Rodillian Academy in line with school policy which holds that *'...all assessment affords the opportunity to learn, improve and develop skills therefore all assessment is formative. Only GCSE and A level student's complete summative assessment at the end of courses. Summer exams at the end of Year 8...** Ms Waterson notes (and includes the Holocaust) *'...are formative with students correcting and up levelling their work'*.
- The Academy marking policy sets the following expectation regards marking: *'One piece of quality marking per half term which provides formative and summative assessment information. Regular oral feedback, peer assessment and self-assessment should be evidence in students work and in*

lessons...Marking is seen as a longer-term record of progress' (school policy bold emphasis). This reflects this review visit's finding; in work scrutiny, the lesson observation, student voice, assessment standardisation pack and in dialogues with a range of staff. For example, (see Appendix 2) students class books were indicative of there regularly being given time in lessons to *'improve their work immediately/act upon feedback given...in purple pen'*.

- **There is a vibrant, innovative and powerful culture of teachers 'writing model answers – not marking'** regular classwork. The latter element of not marking class exercise books is entirely in accordance with Academy policy, whilst the detailed and effective marking of assessment or extended pieces is demonstrably impactful in outcomes and in the 'up-levelling' by students.
- The review acknowledges significant evidence at Rodillian Academy of marking and feedback that informs pupil progress, in line with Academy policy. Marking seen throughout work scrutiny and standardisations evidenced feedback that links directly to learning objectives and assessment and does move students' learning forward. The student voice panel saw range of students cite examples of self and peer assessment opportunities within the Holocaust scheme of work, and this was confirmed in the purple pen evidence in bookwork.
- Students at Rodillian Academy do engage positively to the range of high quality teacher feedback, verbal, physical cues/praise, and written – and, consequently, progress.
- **This review confirms there is a real appreciation for Holocaust education and that Beacon School status has stimulated reflective teaching and learning.** Students spoke of the importance of learning about the Holocaust's *'reality'*, whilst teachers across the Academy reiterated they had *'...come to learn and appreciate, like the students, that it was not just a fact, date, statistic, or keyword'*. Many colleagues recognised Holocaust education as a valuable and empowering opportunity as it *'...confronts us with our full human capacity... it reveals to us the best and worst of humanity and all of our grey complexities in-between. It offers personal development and academic progression which is valuable and important...I have ended up reflecting on my own behaviour, attitudes and values in teaching this and I see that happen to some of the students to as we go through the lessons'*.
- **Mr Percival and his staff, including Ms Waterson, clearly recognise educational achievement and outcomes for learners are both cognitive and affective;** indeed, state the latter is especially important given wide range of learners' needs, experience and local context. Both consider **the holistic contribution of Holocaust education to their learners' experience at Rodillian Academy to be particularly significant and a valuable driver of SMSC, a contributor to promoting fundamental British values, personal development and active citizenship.** Given the current global and political climate Holocaust education as part of Rodillian's Contextual Media curriculum and resilience is likely to become increasingly important and relevant. The **UCL Centre for Holocaust Education approach, with its focus on independent learning and critical thinking, will have much to offer students in this context.**

- An **increase in criticality and reflection was a noticeable** recurring theme when teachers discussed progression and outcomes. Teachers across the curriculum spoke independently of:
 - *'The standard and range of questions has been a noticeable change. I really see student's progression in the types of questions they are themselves posing of issues, sources, individual stories and events... they become increasingly critical, reflective and sophisticated as the unit scheme of work develops...and are able to refine their thinking and consider what it is that makes a good question...that's something you can apply across every topic and really build on'.*
 - *'I've found that analysis and source skills have significantly improved.'*
 - *'...it's brought the past to life and made the learning relevant...especially when they have seen something on the news recently about Trump, refugees or Brexit issues and they ask questions about similarities and differences...it's been good to see students themselves question some of the recent media reporting or the way some politicians have been speaking publicly... It's through good questions that my kids have started to try to make sense of their world.'*
 - *'Some of my students have little sense of the big wide world beyond Wakefield... now they have a sense of a world beyond... the national and the global... it's challenged their perspectives and assumptions and its shifted their horizon. That in itself is hugely important, empowering and aspirational.'*
- The range of work scrutiny undertaken in the review process clearly demonstrated progress made by a range of learners and targeted/ vulnerable groups. **The 'attainment gap' addressed in some pieces (rather than books) confirmed that students were engaging and achieving.** The standard of Holocaust accounts and explanations, use of precise terminology, language and detailed class and assessed work was exceptional. Please see examples of student outcomes in the Appendix 2.
- It may be that looking to the future a short interactive, multiple choice survey or questionnaire could be used with students to baseline pre and post knowledge or attitudes – this would be a recommendation for consideration in the future, perhaps a trial or pilot?
- Learners at Rodillian Academy make substantial progress in the realm of personal development and Holocaust education plays a significant role in the SMSC, personal development and values package offered. The holistic achievements and progression of learners is a major strength at Rodillian and rightly this dimension is a source of great pride; personal development is highly valued.
- The **provision for Holocaust education at Rodillian Academy has significantly improved with the Beacon School status.** At application in 2013, The Rodillian Academy reported provision was *'...a 6-7 lesson scheme of work for Year 9 in Religious Studies... History covers the Holocaust throughout Key Stage 3 and 4 – focusing on the events leading up to the Shoah. English has delivered lessons on*

the novel Boy in the Striped Pyjamas, discussing the context of the text which is set during the Holocaust'. The application was also forward looking, stating 'Next year the school are running an enrichment opportunity for teachers with special interests to take a Year 8 class for three hours a week and teach a creative course. I feel that this could be another way of integrating the Holocaust into the curriculum.'

- In 2017, during the review visit, the history scheme of work (both parts 1 and 2) allows for some 15 lessons, 50 mins each, within an innovative and wide ranging Contextual Media curriculum. There are also interesting opportunities that contribute to a wider Holocaust education experience across the Academy and exciting possibilities for future development.
- Leaders and teachers alike at **Rodillian Academy are committed to the principle that all learners have the right to access quality Holocaust Education.**
- The highly personalised, flexible and innovative curriculum and teaching and learning, ensures targets and progress are individual; that self and peer assessment opportunities are varied, tracked and monitored. That consistent reviewing of pupil need and progress informs lesson and curriculum planning – student by student. Rodillian Academy teachers know their learners, understand their needs and have a very accurate understanding of each learner's progress and current attainment.
- Throughout the review process there was – from students and staff – **pride in their achievement of securing Beacon School status, and a desire to gain the Quality Mark and continue to improve and develop the provision** and expertise was palpable.
- It was clear from discussions with Ms Waterson and subject leaders that **Beacon School status has been the catalyst for powerful teaching and learning, pedagogic conversations among staff and reflection.** Teachers everywhere are constantly assessing students in a variety of ways, formally or informally, both in terms of the academic and personal development. They continue to grapple with ideas of rigorous and reliable assessment, but also to question what is necessary or 'valuable' to assess and what is required to show progress over time. The **pedagogical principles and strategies originating from the Centre have now taken root in other, non-Holocaust related subjects and topics.**
- The review demonstrated Beacon School status has stimulated or provided further space and opportunities for pedagogic and assessment conversations among Rodillian Academy and its MAT staff that can only be beneficial to wider reflections the future development of assessment and achievement. There is clear SLT support to ensure time and opportunity to review teaching and learning and outcomes across the Academy, including Holocaust education and middle and senior leaders accurately judge and assess their provision, strengths and weakness. Such reflective practice ensures innovative practice and a sense of constant striving to move forward and progress.
- Casey (Yr8 student with specific needs) interestingly commented during the lesson observation that she felt a 'duty' or more of a moral obligation to try harder and improve her work on the Holocaust

than she did for other topics or subjects, because it was *'...so important to learn about'*. Whilst she found the literacy and reading aspect of the lesson a challenge she spoke of needing to *'...keep trying'* and to *'understand better'*. This is reflective of the impact of Rodillian Academy resilience focus, but also of a sense among students that in some way the Holocaust was different or deserving of *'real effort'*. Students throughout the review visit repeated spoke in some way of a *'need to understand'* and a desire to know more. Many could already articulately reflect their progress, cite examples of how their knowledge and understanding had moved on. Students could ask powerful questions for shaping their future learning: *'To progress I need to...'* or *'If I add... or include an... it will make this better'*.

- **Teachers at Rodillian Academy are not risk adverse** – and again, Beacon School status has further encouraged this spirit of innovative teaching and learning; rather, they are absolutely committed to an evidence-informed creative pedagogy responsive to their learners' needs to secure best outcomes. Much of this was predicated upon strong teacher-student relationships and staff knowing their data, the issues and how to best engage learners equipped with a toolkit of effective classroom strategies.
- **Ms Waterson and middle leaders have a clear sense of what worked well and why, but equally can identify areas for improvement.** They recognised throughout the review that SLT have supported reflection, discussion and planning time for the students and stated repeatedly and independently during the visit that at Rodillian Academy they felt confident to ask for that time and that whenever possible SLT would support or enable it.
- Student voice and input during the review reiterated that powerful learning about the Holocaust had undoubtedly taken place. All those students spoken to individually during the lesson observation could confidently identify how their learning had progressed and agreed Holocaust education was important and relevant.
- Other students in the student voice panel were also able to reflect on how their learning about the Holocaust had improved. They could speak about their pre and post knowledge and understandings, what they were surprised or shocked by. They were also able to express how their experience of Holocaust education at Rodillian Academy had challenged them; several said *'...it made me think'*. Others said it had made them think about the world and their place in it in a *'different way'*.
- **Students throughout the review visit could accurately use a range of technical and historical vocabulary regards the Holocaust**, the Second World War and the rise of Hitler. This confident use was impressive (*Lebensraum*, Police Battalion 101, resettlement in the 'East', propaganda and memory manipulation) – but it may be worth consideration to what extent we use perpetrator narratives in our teaching, learning and assessment. Perhaps this is itself a worthy learning conversation to have with students – what words, terms, euphemisms do we use?

*See also Ms Waterson's SWOT analysis.

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

- **The passionate belief in and pursuit of outstanding quality teaching and learning – both academic and in terms of personal development – lies at the heart of everything at Rodillian Academy.** A sense of mission and clear commitment to ensuring its learners experience and engage in an educational provision that inspires, is relevant and will raise aspiration and broaden horizons was a common feature of review discussions with staff. Likewise, there was sense of pride in their school and recognition by students, during the review process, for the wide-ranging curriculum, opportunities and experiences that Rodillian offers. Holocaust education is just one facet – an important one – of the Rodillian holistic educational offer – to *‘increase the life chances’* of its young people.
- **A Year 9 student praised the quality of teaching regards the Holocaust mentioning the passion, enthusiasm and knowledge of their teacher Ms Waterson,** whilst another in Year 8 said the Holocaust was *‘...one of the things we do at Rodillian that links us to the past but...it also means something today...we discuss and question and we ask more questions, its driven by us and we shape the lesson, not just what Miss says as we get to discover the answers ourselves and this makes us ask and learn even more and how it all links together today...and what it might mean for the future too’.*
- The review concurs (in the context of Holocaust education learning opportunities and experiences) with 2016 Ofsted remarks that at Rodillian Academy *‘Relationships between staff and pupils are excellent. Pupils show very good attitudes to learning and are quick to settle and get on with their work. In the very best lessons pupils have a real thirst for learning and are engrossed in what they are doing.’* This was confirmed by staff across the service; observations whilst undertaking the review day; in work scrutiny; documentation and pupil voice input. It was exemplified in:
 - a) The review visit lesson observation with Ms Waterson, where **strong subject knowledge, passion and highest expectations were showcased.** For example, she proved particularly adept at finding out what pupils are struggling to master through skilful range of questioning and then tackle any difficulties, challenge misconceptions and facilitate the learning forward. The use of excellent questioning was especially noticeable in her assessing the quality of pupils’ understanding and in developing/reinforcing strong literacy and historical skills. **Personal stories provided a powerful hook** for students learning, and all students were curious and progressed in the lesson as a consequence, using the timeline stimulus, examining its patterns and trends. (see Appendix 1)
 - b) The latest **2016 Ofsted** report that was submitted as pre-evidence for the review which, noted previously, spoke of *‘Pupils’ spiritual, moral, social and cultural development is preparing them extremely well in becoming thoughtful and active citizens. An example of this was seen during a sensitive and very well managed discussion with pupils about the Holocaust and the impact it had on a range of different ethnic groups. The teacher and pupils showed great insight and sensitivity during their discussions and exemplified high*

levels of moral and cultural understanding'

- **Rodillian Academy teaching staff are prepared to take risks in order to give learners opportunities and valuable enriching experiences and do not always judge quality or worth on the outcome alone.** The developmental process, the resilience, skills and experience of the learning journey can be as important as the final result.
- The excellent skills, toolkit, confidence, and teaching and learning strategies of Rodillian Academy staff is matched only by their total commitment, strength of personal relationships, knowledge and care for their learners – together, ensuring quality teaching and learning results, and this is especially noticeable in the learners' experience of Holocaust education.
- Rodillian staff independently report that the **UCL approach has impacted positively and further developed already excellent teaching and learning practice across the Academy.** It was widely credited as having significantly contributed to a *'shift in thought processes', 'culture changing', and 'invigorated'* their practice; sometimes very consciously, other times, upon reflection, subconsciously.
- **Senior leaders talked about UCL CPD and pedagogy as having educational merit beyond teaching and learning about the Holocaust.** Rather, they noted it had contributed to Rodillian Academy's constant pursuit for quality and effective classroom practice. Many of the **principles of the UCL Centre for Holocaust Education were now considered simply as excellent teaching and learning principles and strategies 'in and of themselves'.**
- A Year 9 student praised the quality of teaching about the Holocaust mentioning the passion, enthusiasm and knowledge of their teacher Ms Waterson.
- Students from the current Year 8 cohort could demonstrate their impressive understanding of the Holocaust during the student voice meeting. A range of historical events, names, vocabulary, historical concepts and aspects to their learning – including Leon Greenman, Mala Tribich, shtetl, Plauen, Police Battalion 101, 'The Pianist', ghettos, camps, and used the words perpetrator, bystander, complicity, propaganda and antisemitism in their reflections on the Holocaust.
- Students showed a range of substantive knowledge, but also stated they felt like they had made progress or improved in their understanding during the scheme of work to date. They understood how their learning had progressed and could explain some of their own misconceptions, or identify new knowledge.
- Student voice also revealed that the Holocaust education learning experience was recognised as valuable: *'...it important we remember and learn about this...Some of the victims has entire families wiped out, so there is no one to grieve or remember them, so important we do so their lives and experiences count for something...Its shown me that every human being matters and that everyone has a story.'* Comments included: *'It's made me realise that we haven't learned. We need to keep*

trying and learning about this because humans still repeat the past and we can see some of the things that helped make a Holocaust happen happening today’.

- **Students felt that they had had their questions answered – not necessarily by the teacher, but in the activities and discussions they undertook in class.** Students spoke about this being something ‘different’ and valuable in their learning experience.
- Even where students still had questions, they were confident that they could ask, they were not inhibited or discouraged from approaching staff.
- Student feedback during the review visit included:
 - *‘The lessons seem to start with us and what we think and want to know and I really like that... like we had a shoe starter once, and we guessed and tried to make sense of it, and then we asked our questions about it and then tried to answer them...**the teacher didn’t just tell us...we got to figure it out together.**’*
 - *‘It was different to how we usually do things... we got to ask questions and not just have to answer the teachers...we got to find out and test our ideas and look at evidence and so we weren’t spoon fed...that was hard, but its good...and I’m learning loads.’*
 - *‘The Holocaust is important to learn about as its impact is still with us today.’*
 - *‘I wanted it to be clear and easy to spot the good guys and the baddies, the victims and the Nazis, but it’s got messy and complicated with some terrible people making one off kind decisions or a victim stealing bread from another prisoner to survivor...**it means I have to try harder to make sense of it and not look for a simple answer.**’*
 - *‘It sounds wrong to say it but I am enjoying learning about the Holocaust.’*
 - *‘It was good...I had loads of questions, so I did extra research.’*
 - *‘I think we’ve learned about the Holocaust in a different way to other stuff we’ve done in History...its more interesting cos we look at personal stories of people, we look at shoes or an old wooden toy and it’s kinda more interactive than what we usually do.’*
 - *‘It’s really making me think.’*
 - *‘It’s been like we start with one question at the beginning of the lesson and then that one question leads to one or two others, and then another and another...**it’s like the learning doesn’t stop on the Holocaust.**’*

- *'Mr Pickup made it interesting and relevant. It doesn't feel like its ancient or nothing to do with me.'*
- *'We've done card sorts and looked at films. We studied a toy, the town of Plauen... lots of different sources to help uncover answers or part-answers or evidence to help answer our questions. I haven't looked at a textbook... it's all been in discussions and activities and I've learned more and more each time.'*
- *'Ms Waterson and the teachers really know lots about what they are teaching us.'*
- *'I'm not sure how much more we work on and learn about this, but it's something I would like to know more about... as I still don't get why they hated the Jews so much and why people didn't do more to stop it.'*
- *'I think that Plauen's story really made me realise what the Holocaust did to so many communities and those six million Jews...it was just lost...gone...and for what? I think prejudice is wrong anyway, but it just goes to show how hate and lies spread and that makes me worry about how the news talks about Muslims and what people say about refugees and immigrants and Syria and stuff Donald Trump is saying. It makes me sad to think people haven't learned...so learning about this is depressing, it is sad and hard, but we have to try to understand it better if we are ever going to stop it.'*
- **Engaging with and studying the story of a Holocaust survivor, Mala Tribich**, as part of the recent Holocaust Memorial Day national Holocaust Education Trust webinar, **was identified as a powerful learning opportunity**. Student voice also supported this as learners recognised the privilege of exploring the story of Leon, Else and Barney. One student during the review said: *'I think everyone understood that by learning about Leon and his family we were becoming in a way their witnesses. I got so caught up in their story and what happened to them that I told my mum and dad about them so I suppose that I was sharing their story and I think that is what learning about the Holocaust is about.'*
- Classwork (work scrutiny), assessments evidence (standardisation pack) and the student voice panel during the review repeatedly demonstrated that Rodillian Academy students understood the relevance of this Holocaust history to *'real people'* – through that direct *'human'* encounter and the importance of testimony and individual stories.
- **The review reveals a deep-seated desire by staff to 'do the Holocaust, its victims, complexity and survivors justice' and to respect both students and staff wellbeing in its Holocaust education**. A reflective staff body, supported by middle leaders and endorsed by SLT, take pastoral responsibility and duty of care concerns seriously. In turn, all learners flourish both academically and holistically in their encounter with this most complex and difficult history.

- **Evolving cross-curricular/interdisciplinary approaches are evident: Beacon School status has helped foster open conversations between teachers and deep thinking regards curriculum and learning.**
- **Students' critical and independent thinking and meaningful knowledge is promoted through questioning, innovation and sharing of good practice.**
- The review heard from colleagues across the disciplines of the change in thinking about teaching and learning, and ultimately the impact on learner outcomes. When asked about more about the wider teaching and learning impact of Beacon School status, the review heard the following from staff across the Academy:
 - ***'I am conscious now of teaching a range of topics differently as a result of my CPD Holocaust training. The things I learned there about horrific imagery, personalising the stories, range of questioning and such like, are now applied to how I teach about slavery, or victims of World War One... I now have a confidence and set of strategies that I can deploy for a whole host of issues, not just the Holocaust, and so it has changed my teaching practice and made me reflect on the learning and pedagogy differently.'***
 - ***'Teaching is difficult – always has been always will be – but I think before I tried to be safe when teaching the Holocaust by hiding behind facts and statistics and textbooks or films. I think that masked my uncertainties, my lack of knowledge or something. Actually, what I know now from working with UCL and Lorraine and having CPD is that there is another way, many ways in fact... and rather than be scared of the complexity I should embrace the challenge and see it as a teaching and learning opportunity... now I am not satisfied with the easy answers and what is great, the kids aren't satisfied with that either... they are asking excellent questions.'***
 - ***'I feel a greater sense of duty to honour the individuals and not to do the survivors or victims a disservice. Making it personal has been the biggest change to my teaching, both in terms of the real people we teach and learn about, but also about making each relevant and meaningful to each of my students.'***
 - ***'Being a Beacon School makes me aspire to do better, to constantly try to improve my teaching about the Holocaust.'***
- Students' learning may be implicit or explicit at Rodillian Academy. The review heard that around HMD there is a visual presence in school and there are several related prominent and well-kept displays. (see Appendix 3) This provides a visual and consistent set of messages for students. This helps to build the geography of the Holocaust, without ever losing site of the individual, family or community stories attached, all reinforced by Rodillian Academy's strong values and behaviour expectations.

- **Rodillian Academy has successfully embedded the UCL Centre for Holocaust Education's pedagogical principles for Holocaust education.** Students and staff affirmed throughout the review process the importance of powerful knowledge – that to know something alone, in isolation, out of context is not enough; rather understanding, questioning and critical thinking are the means to meaningful knowledge, especially of self-knowledge. Broadening and embedding such skills and understanding across a range of subject areas and Schemes of Work could support overall student development, achievement and challenge the progress gap. One area for possible future development is to further review and refine assessment of that powerful knowledge, to move beyond recall, to apply knowledge and evaluate.
- Rodillian Academy's scheme of work, created during the initial Beacon School programme year, includes a range of UCL Centre for Holocaust Education materials, including those focusing on the story of Leon Greenman, as well as the interactive timeline, 'Being human?', resistance, 'surviving survival/legacy', and 'Unlocking antisemitism'. There is a clear rationale and a sense of purpose befitting the school, cohort and its context and this contributes the foundation to Ms Waterson's and colleague's excellent classroom practice.
- The power of personal stories was repeatedly highlighted throughout the review; several colleagues at Rodillian Academy attributed this successful and powerful teaching and learning strategy to UCL Beacon School work. In the stories of individuals, central to UCL Centre for Holocaust Education pedagogy and materials, the work became '*personal to students*', '*they saw and understood the relevance*' of this history. This was felt, in part, to be due to the British, East-end story of Leon Greenman that is a thread that runs throughout the UCL programmes. The personal stories increasingly have become a powerful teaching and learning strategy across a range of subject areas. The deeply personal connection, the SMSC dimension, was something middle leaders recognised as telling and significant, something they were still grappling with as historians, but saw as valuable. Understanding the SMSC dimension was something middle leaders hoped to learn more about and how to connect with, without compromising the integrity of the historical discipline. This could be an area for further conversations with PSHE/pastoral colleagues, and with UCL Centre for Holocaust Education staff. It might be an area for future staff development or CPD opportunities?
- The Beacon School programme's Poland residential has directly impacted Ms Waterson's substantive subject knowledge, and to a less extent her approach to site-related pedagogy (whether in other History site visits in school or transferable to her Lessons from Auschwitz work with the Holocaust Education Trust) and attempts to make those techniques applicable or transferable to his classroom context. Colleagues across the Academy admitted that such visits in the current educational landscape and context of pressures on curriculum time, school budgets and cover, recruitment and retention, can be difficult and thus opportunities to use and hone such site-based skills may become less frequent.
- **Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials is a key area for ongoing development at Rodillian Academy** and middle

leaders recognise the benefits of embedding such principles and authentic student led learning opportunities in other Schemes of Work and departments.

- **In Ms Waterson, Rodillian Academy have a highly experienced and gifted practitioner of Holocaust education.** The lesson observation (Appendix 1) notes acknowledges and admires a skilful teacher at work, with special expertise in teaching and learning about the Holocaust. Thanks to her engagement with range of Holocaust education providers CPD, including the UCL Centre for Holocaust education CPD, the Beacon School London residential and Poland study visit she has a secure and rich range of strategies and materials to draw upon and she deploys and demonstrates that in the classroom. Likewise, the completion of the UCL MA module 'The Holocaust in the Curriculum' means she can apply academic vigour to research informed pedagogy. **She has the skillset and experience to be a regional leader in the field of Holocaust education**, and wonder if this may be an avenue for future professional development within the MAT and at a regional level for UCL in terms of peer reviewing other Quality Mark Beacon schools?
- **Ms Waterson is a passionate advocate for quality Holocaust education provision and a wonderful example of what is possible** by inspiring, leading and supporting colleagues by equipping them with the knowledge, skills and CPD opportunities to ensure they have the confidence, toolkit and passion to tackle this most challenging and complex material in the classroom – even when a non-specialist.
- **Whilst undoubtedly Rodillian Academy's 'curriculum champion' for Holocaust' education, Ms Waterson has ensured quality teaching and learning of the Holocaust across the MAT and within her team and faculty thanks to excellent communication skills, a genuine willingness to reflect, to invest in training and support to drive for improvement and take others on that 'journey'.** The success of this review is down to that passionate commitment to Holocaust education; but lies chiefly in her taking colleagues with her, engaging SLT, embedding the Scheme of Work and best practice in such a way as to ensure all teachers involved in the delivery of Holocaust education feel involved and have something to contribute.
- Many staff during the review process talked about **Beacon School status and Holocaust education being a chief contributor to resilience education as it provided a significant underpinning to the Academy's 'expectation of challenge' such that the critical thinking and growth mindset principles were truly embedded.** *'We don't deal in the black and white simplistic approach... there is no dumbing down or shying away from the complexities. Instead we see opportunity and possibility'* – so it continues to raise and bar and encourage life-long learning in that the Holocaust could take a lifetime and not fully be understood. Quality teaching and learning follows and students themselves reported feeling they were being pushed and respected by being given this material and chance to learn about something so significant in a meaningful way.
- **Looking at the scheme of work itself, teachers at Rodillian Academy have good levels of subject knowledge and plan activities to use time in lessons productively.** The best lessons reflect a desire to challenge students effectively and to offer differentiated support through scaffolding, whilst employing probing questioning to effectively assess students' understanding and there is a clear

rationale throughout.

- As noted previously, students in written classwork, assessment, review visit student voice panel and in the lesson observation could accurately use a range of technical and historical vocabulary regards the Holocaust, the Second World War, and the rise of Hitler. This confident use of vocabulary was impressive and marks genuine progress in historical literacy – but it may be worth consideration to what extent we use perpetrator narratives in our teaching, learning and assessment. Perhaps this is itself a worthy learning conversation to have with students, so as not simply to correct German to ‘Nazi’ – what words, terms and euphemisms do we use? Likewise, this may relate to decisions and discussions regards imagery/ what sources or provenance they have and why such questions matter?
- Whilst working closely with a range of Holocaust education partners – especially the Holocaust Education Trust connection through the ‘Lesson From Auschwitz’ programme and the Anne Frank Trust; **Rodillian Academy has successfully combined all of these teaching and learning opportunities and experiences with the distinctive pedagogy and principles of UCL:** for example, disciplinary subject approaches, the use of oral history, personal stories, no graphic images, a focus on pre-war life and capturing sense of the void, independent thinking and – crucially – not seeking to pre-package meaning and ‘moral lessons’ for students.
- **Rodillian Academy approach to Holocaust Education continues to contribute to improving teaching standards, raising pupil achievement, aspiration and broadening horizons whilst also strengthening SMSC provision.**

When asked on the 2013 application for UCL Beacon School status ‘What do you think your school will gain and what will it contribute as an UCL Beacon School in Holocaust education?’ Rodillian Academy’s response included: *‘The opportunity to become an IOE Beacon School in Holocaust Education will be another aspect of re-vitalising and making relevant the curriculum for young people. Furthermore, the Academy is currently ‘re-branding’ the Humanities subjects as part of the Academic Studies Faculty. Once again this will enable us to bring alive key aspects of our history for our students.’*

This review confirms that Rodillian Academy’s Holocaust education work, its teaching and learning is indeed outstanding and a powerful contributor to a curriculum that informs, engages, empowers and inspires its learners in such a way as is relevant and meaningful in a complex and fast changing world.

*See also Ms Waterson’s SWOT analysis.

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

- This review concurs with the most recent Ofsted reports (2016) regards the personal development/ wellbeing, behaviour and safety of students rated ‘outstanding’: *‘Pupils’ spiritual, moral, social and cultural development is preparing them extremely well in becoming thoughtful and active citizens. An example of this was seen during a sensitive and very well managed discussion with pupils about the Holocaust and the impact it had on a range of different ethnic groups. The teacher and pupils showed great insight and sensitivity during their discussions and exemplified high levels of moral and cultural understanding.’* Ofsted 2016
- As noted previously, *‘The school recognises that students’ emotional and social well-being and their academic achievement are inseparable. As a result, it places as much importance on improvement in personal development as on academic achievement’* – and results show students make *‘rapid progress in their personal development alongside their academic.’*
- It was evident throughout the review process that students did feel safe, that relationship building was key to the success of the personalised curriculum, which in turn led to behaviour for learning.
- Upon arrival at Rodillian Academy there is a warm welcome, a calm, quiet and purposeful atmosphere for learning.
- All safeguarding procedures for visitors are observed; students speak with confidence and are positive when engaging visitors. Students are aware of e-safety and staff model best practice amidst a strong pastoral and support system to ensure wellbeing.
- There is a justifiable pride in the Academy from both students and staff. This was palpable with regards to Beacon School status from senior and subject leaders, and was known and respected among the students. **Beacon School status has been a priority, is a recognised award among the school community and is respected for its important contribution to Academy life.** There is a clear commitment to developing this status at Rodillian and among their growing MAT and much valued networks and partnerships.
- Relationships between students and teachers are demonstrably strong and staff across the Academy build on this to ensure there is a high level of engagement. This in turn inculcates a climate or culture for learning. Students’ behaviour for learning, and indeed, behaviour around the school, is, based upon the review visit, exemplary. This includes their ability to tolerate differences, but also celebrate and respect that diversity, amongst their peers, which was clear in comments made by a student during the tour of the school.
- Emotional intelligence and literacy is recognised as important by SLT and middle leaders – and students too. Ms Waterson and Rodillian Academy staff understand that learning about such events can be profoundly disturbing. The **Beacon School programme is credited by middle leaders and teachers as a teaching and learning experience that supports young people as they deal with**

powerful and sometimes disorientating feelings, helping them to express themselves and to develop their emotional literacy.

- Rodillian Academy recognises and highly values the deeply spiritual, moral, social and cultural (SMSC) opportunities within Holocaust education. **Their SMSC provision are outstanding and it is clear from the review process that Beacon School status has further promoted deep, holistic reflection and learning opportunities, beyond substantive knowledge – in particular ‘Being Human?’ related opportunities contributed to student and staff understanding of this.** The conversations with both teachers and students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to Rodillian’s development of reflective, thoughtful, mature, responsible and considerate students/adults *‘able to leave as good citizens equipped for life.’*
- Mr Percival, Ms Waterson and others acknowledged that the **Beacon School programme and its CPD opportunities had ‘shone a light on SMSC’ and served to ‘reinforced that all teachers are teachers of SMSC.’**
- **Duty of care is utmost in Rodillian Academy’s mind** – both as much for students’ sense of well-being and value as their own as staff. Safeguarding protocols and principles are implicit, explicit and effective. E-safety, given the amount of highly effective ICT driven learning undertaken, is also very evident.
- Given the vulnerable nature of some learners in an ‘alternative facts/false news’ era, attempts to increase students’ ability to interrogate sources (not accept at face value), identify bias, think for themselves, develop criticality are of vital importance; key to safeguarding, their ability to engage in the world of work, not be at risk (in any sense), become active, responsible global citizens free from harm or exploitation. This also helps with the Prevent duty, the FBV agenda and feeds into aspects of PSHE, SMSC and wider holistic and personal development or social skills areas of the curriculum. Rodillian Academy’s pastoral team and use of diagnostic soft data is revealing in this regard and used well by staff in terms of classroom planning; case studies, questioning and making sure relevance and skills are understood. **Holocaust education has a part to play** in such efforts.
- **Young people today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust.** Therefore, we need to equip students with substantive, conceptual and disciplinary knowledge about the Holocaust, as well as the capacity for critical thinking to weigh truth claims made about this complex and traumatic past. Thus, as part of wellbeing, behaviour and ensuring safety, **Rodillian Academy recognise the necessity to encourage and develop critical thinking, independent thinking to prevent radicalisation, denial, endangerment in all senses, and the need to promote positive values, provide counter narratives and reinforce both rights and responsibilities to self and others. Holocaust education can play a valuable role in this vital work and offer valuable learning opportunities to develop these life skills. Beacon School related work has made a consideration contribution to these enriching and vital opportunities that the**

Rodillian Academy learners engage in.

- Rodillian Academy staff recognises the role Beacon School status can/does play in its personal development, behaviour and welfare priorities, specifically in terms of promoting a safe, tolerant and positive learning culture, where growth mindset/resilience and positive psychology approaches are maximised.

*See also Ms Waterson's SWOT analysis.

4. The leadership and management

The 2016 Ofsted judged the effectiveness of leadership and management outstanding. This review concurs that ‘The executive headteacher and his senior leaders have created a culture in which every child, regardless of their background, can achieve the highest possible standards within a well-disciplined environment. **They are unyielding in their desire for pupils to have the best possible education and life chances.**’

- **Rodillian Academy senior leaders have a clear vision and drive to move the school forward** from its current position and Ofsted status, to ensure for all its learners the positive, quality and enriching learning experience and outcomes they deserve. **In Ms Waterson they have an experienced and innovative, committed teacher, determined to build upon its Beacon School status and provision. They also have the collegiality and support of colleagues across the Academy, and indeed the Multi-Academy Trust who have embraced the Beacon School programme and adopted the scheme of work. Together these leaders have taken the Trust on the ‘Beacon School journey’** – it is an immense team effort, of which all should be rightly proud.
- This is a very forward looking school, whose commendable and empowering vision for its learners, is led from the top, but embodied by all staff to such an extent it infuses all aspects of Rodillian Academy’s (and the wider MAT chain and partners) identity and values. That comes from the Executive Headteacher, Mr Andy Goulty, down. He and his senior leadership colleagues **recognise the important contribution Holocaust education can make to school life, as evidenced by a very thorough and innovative School Development plan.** So, whilst rightly proud of the achievements to date, there is no complacency, and an ongoing commitment to further development, refinement, innovation and exploring opportunities.
- Rodillian Academy 2013 UCL Centre for Holocaust Education ‘Beacon School’ programme application included the following; *‘As a Leadership team we are committed to innovative and engaging practice in the classroom which personalises learning for our students... We will contribute innovative and engaging teaching and learning methods alongside our constant commitment as an Academy to achieve the best. We have a team of Deputy Directors of Learning who can be drawn upon to support and work alongside the lead member of staff.’* This review confirms that substantial leadership team commitment and acknowledges that the success of the programme and Ms Waterson’s passionate driving forward of the project would not otherwise be possible.
- **Rodillian Academy’s senior and middle leaders share a potent and profound sense of mission: Holocaust education and being a Beacon School is part of the commitment to there being a place of enrichment, and engagement with learning for all; where rich quality learning opportunities and experiences are valued in and of themselves.**
- Rodillian Academy clearly sees Beacon School status as contributing to the SMSC agenda and its values and there is no doubting the SMT commitment to sustaining and developing this programme, supporting Ms Waterson (Lead Teacher) and this work moving forward.

- **The school development plan is effective and driven by a commitment to quality provision and outcomes.** It evaluates all aspects of the Academy, but **features prominently the contribution and areas of development for its Beacon School status.** Rodillian Academy *'knows itself well'* and this was reflected in conversations with middle leaders and classroom practitioners where this review found self-evaluation to be both accurate and forward-looking. Much of the staff commentary during review meeting was reflective and developmental in nature. Throughout the review process accuracy in self-evaluation was borne out in work scrutiny, confirmed by student voice, collaborated by staff independently– and this is as much reflected in their comments regarding impact and experience of Holocaust education and its Beacon School status as it was wider educational issues. **Self-evaluation at SMT level and personal professional reflective practice is another Rodillian Academy strength.** All this adds to the culture and climate of continual and shared 'learning' among teachers and students alike.
- Rodillian Academy senior leadership team are rightly proud of the work and progress undertaken to date regarding its Beacon School status. They speak with conviction and authority of the **students having seen a 'step up' in such works profile and significance, and students are aware of the Beacon School status** and the seriousness with which this programme is being taken. The fact is it valued by all was confirmed in the several opportunities to converse with students, wider support staff across the Academy, during the review visit. Students know their school is a Beacon School for Holocaust education and could articulate its importance in ways that reflected the previously discussed vision and mission of the Academy; often talking about questioning how it could happen, the dignity of the human person, what it meant for them as people, its relevance today regarding refugees and for preventing such atrocities in the future. Students were informed, spoke with passion, and with a genuine sense that learning about the Holocaust was meaningful, and an important subject made accessible and relevant to them.
- **Ms Waterson, as Lead Teacher, has been mentored by the UCL Centre for Holocaust Education's Darius Jackson.** It is clear her passion and enthusiasm for her subject specific teaching and learning focus has driven this project – and yet, the success of this Rodillian Academy review is to be found in her ability to ensure senior leadership support and galvanising a spirit of collegiality and community among her faculty and behind the Beacon School shared endeavour across the MAT. People have become immersed in the work, empowered by the CPD that Ms Waterson and UCL have provided. **Teachers and staff have used the stimulus and guidance Ms Waterson offers as lead teacher, and made it their own; relevant to their subjects and roles in school, suitable for the individual needs of their learners – they have flown with the wings of encouragement, support, materials, suggested resources she has provided; collectively they have achieved more than the sum of their parts.** This epitomises the basic principle that Beacon School status lies with the school, not the individual lead teacher, and yet, what a lead teacher you have! With her impetus and Beacon School leadership, a climate of shared professional learning and reflection, **innovation and development has been possible.** Indeed, testimony to that success is that should Ms Waterson leave Rodillian Academy there would be others who could take on the mantle and continue the journey. She has secured a legacy for the work she so passionately believes in, along

with the SLT, and together have ensured Holocaust education is ‘...part of what we do’ and not a bolt on.

- The Centre’s Darius Jackson (Ms Waterson’s UCL mentor for the Beacon School year) comments: *‘Lorraine has a strong commitment to Holocaust education, both in terms of the need to master the substantive knowledge and the need for students to draw their own lessons from the topic. This commitment is shown by her involvement with a range of Holocaust education organisations, the determined way she approached her work with the Centre for Holocaust Education and galvanising networks and the enthusiasm and passion she shows when she discusses issues related to studying the Holocaust and the need for specialist CPD to inform that practice.’*
- Whilst Ms Waterson has undoubtedly led the way in the development and delivery of the scheme of work and championed Holocaust education provision and pedagogy among staff as Lead Teacher, it was acknowledged throughout the review that senior leaders had facilitated that, supported her, enabled and empowered her to lead. There was a prevailing feeling that Rodillian Academy recognised their work to date, but the work still to do; that Beacon School status was *‘a learning journey and partnership’* and that they look forward to further developing their links and engagement with the UCL Centre for Holocaust Education because of the review process, particularly regards research and CPD opportunities.
- At application Rodillian Academy’s Head teacher clearly stated his commitment to the Beacon School programme by stating: *‘The Academy’s commitment to this is shown in a range of ways: The Lead teacher will receive time personally to prepare and resource this, as well as time to attend external training. Curriculum time will also be guaranteed. Access to the team of Deputy Directors of Learning to support and network with. Finance for resources and to meet other practical needs.’*

On the basis of this Quality Mark review visit, the UCL Centre for Holocaust Education can confirm this was indeed so, and that the Beacon School programme and the development of quality Holocaust education provision continues to enjoy senior leadership support.

- Ms Waterson noted throughout the review process, and indeed in the Beacon School application in 2013, that the *‘Head teacher has fully supported this work in Holocaust education...in terms of allocation of curriculum time and through providing the necessary human and financial resources to ensure it is a success.’*
- Mr Percival reiterated Rodillian Academy’s commitment to quality Holocaust education provision, including across the RMAT, and stated succession planning is considered through the half termly capacity and line management and planning processes. **Should Ms Waterson leave, Rodillian Academy remains committed to their Beacon School status, and thus the RMAT capacity building and SIP ensures that the programme would continue. Equally, there may be opportunities to formalise her Holocaust education speciality and role across the MAT as the RMAT grows or ongoing review processes evidence need.** The wide-ranging devolved leadership structure outlined

by Mr Percival mean that there are potential avenues for Ms Waterson's professional development as the RMAT values and seeks to develop experienced and talented key staff where possible.

- **Senior staff at Rodillian Academy described UCL 'Beacon School' status in Holocaust education as 'culture changing' in the sense of it being 'something to talk about education'. It evoked pride, discussion and inquiry.** Mr Percival described the **UCL Beacon School experience as a 'conduit of self-and school-improvement'** as it encouraged individual teachers, department teams and SLT/whole school reflective space.
- Middle leaders throughout the review process noted that Holocaust education enjoyed full SLT and RMAT management backing. Whilst the devolved leadership structure left Ms Waterson or other heads of department to operate with a degree of independence and flexibility, SLT have ensured Rodillian Academy UCL 'Beacon School' label has status, reinforcing the value of the programme in clear messaging to wider staff and parents, and with clarity to students.
- The success of Holocaust education provision at Rodillian Academy is testimony to the best in respectful working relationships and meaningful communication between SLT and middle leaders. In facilitating wide access to CPD provision, both internal and external, SLT ensure capacity building into their Holocaust education planning.

*See also Ms Waterson's SWOT analysis.

5. Commitment to CPD and networks

Much has changed at/for Rodillian Academy since 2013, not least in respect of networks and partnerships.

- In their application to become a UCL Beacon School in Holocaust Education they wrote that:

We are part of numerous networks which prove our commitment to collaborative work and the range of students accessible by us.

We have a long-standing and successful Partnership with Broomfield SILC, which started in 2005, which ensures the continued access to mainstream teaching and facilities for up to 50 SILC students. Our work with Broomfield has led to their students gaining academic success in GCSEs in Core and Foundation subjects and ever increasing success at Level 3. If these students were not based at Rodillian they would not achieve this success due to the limitations and diversity of the SILC. All students gain from their involvement socially in extra-curricular clubs and events such as the school production and rewards trips. Our Partnership was judged to be a flagship for Education Leeds and consequently educators from all over the country have visited to observe the model in practice. This has led to other authorities replicating our Inclusion Model.

The successful nature of this Partnership is also currently replicated with Southway Pupil Referral Unit. Southway came out of Special Measures in November 2010 and Rodillian has subsequently begun a long term plan of support and development: supporting the capacity of the Leadership team; teaching and learning, the school discipline structure, shared expertise of staff, recruitment, and bursar support. We are part of our local Family of Schools which is a network of all our Rothwell feeder primaries and the other secondary school. The Leadership meet termly and we have a longstanding relationship with these primaries which covers transition, support and enrichment of aspects of the curriculum as well as Literacy and Numeracy. This work is strengthened as we are also the Hub school for the SSCO (Sports Partnership).

Our Head Teacher has just become a National Leader in Education and the Academy is in the process of becoming a Sponsor Academy which will involve us supporting 'coasting' or failing schools in their transformations to good or outstanding educational establishments. This will eventually lead to an increase in our existing partnership work.

- Rodillian Academy's Beacon School application also pointed to their being selected to be the Education partner in March 2013 '*...with the Leeds Jewish Free School, after a competitive tendering process which attracted a good amount of interest. Cllr Dan Cohen, one of their directors, said in a Press Release, "Rodillian have made the commitment to work with LJFS to help establish the school as a leader in the field of education. Their agenda for relentless improvement complements the vision that the LJFS Directors have for our own school i.e. provision of high academic standards, a joy of learning, high aspirations and an expectation to contribute to the local community."* From September 2013 we will be providing the teaching for all aspects of the Curriculum, apart from Jewish Studies. This will clearly provide a rich mutual learning partnership for exploring Holocaust Education'. In

speaking to Deputy Head teacher of Leeds Jewish Free School, Jagdeep Dhaliwal during the review visit, it is clearly a productive partnership that has benefited and enriched the development of Holocaust education across the MAT.

- Today, upon Quality Review in 2017, Rodillian Academy acts a ‘mother-ship’ to the Rodillian Academy Trust (MAT) which is a rapidly developing Multi Academy Trust in Yorkshire. ‘It specialises in transforming under-performing schools by allowing them to benefit from “The Rodillian Experience”. Please see Appendix 4. *‘The Rodillian MAT was given approval to become an academy sponsor on 20 December 2013. Since then it has become the official sponsor of three secondary schools – The Featherstone Academy in Wakefield, BBG Academy in Kirklees and Brayton Academy in Selby, North Yorkshire. Additionally, the Rodillian MAT has contracts for school improvement work with the Leeds Jewish Free School, which has been operative since September 2013, John Smeaton Academy in Leeds, which started in January 2014, but was formalised in September 2014, Swallow Hill Community College, which started in November 2015 and Eskdale School, which started in October 2016. Furthermore, the Trust also has its own subsidiary company “Southway at the Rodillian Academy” which provides alternative provision for students from a range of schools who would otherwise be excluded from mainstream education.’*
- *‘The approval to sponsor and development of the MAT stems from the expert work of Rodillian’s leadership team in transforming the Rodillian Academy itself from 19% 5A* - C including English and Maths in 2007 and now achieving 77% 5A* - C including English and Maths in 2016. When the Executive Head teacher took over at Rodillian in 2008, the school was in “notice to improve”, but on its last inspection in January 2016 it was awarded Outstanding in leadership and management and behaviour and safety of pupils and Good for achievement and teaching and learning. Rodillian is consistently one of the highest performing school in Leeds LA on raw scores, in Leeds against FFTD and in terms of value added. RMAT has achieved outstanding results in transforming both the schools it officially sponsors and for those with whom it provides support as evidenced on the development time-line.’*
- *‘The Rodillian MAT has its roots in West Yorkshire, but now also supports schools in North Yorkshire. It is committed to a local approach and believes in “local solutions for local people”, with school improvement work being focused on a true understanding of the community the school serves and the community itself. Therefore, to enable this close working practice, all of the schools within the Rodillian MAT are within a 30 minute driving distance ensuring that there can be close contact and a personalised approach to leadership and school development.’*
- *‘Whilst developing the unique and individual identity of each school is of paramount importance, the Trust equally believes in assimilated methodology to drive forward standards in its partner schools, helping to improve the life chances for more local children. The “Rodillian Ethos” is underpinned by common values – a traditional approach to behaviour management, innovative curriculum design and excellence in teaching to deliver best possible outcomes.’*
- At the heart of the Trust’s work is a concentration on delivering high academic standards, a focus on developing a “Mindset for Growth” among students and staff to support our aspirations, and an unsurpassed drive for outstanding outcomes.

- This review commends Ms Waterson's passion for ensuring all learners have an opportunity to learn about the Holocaust in a meaningful way. During the year-long Beacon School programme she successfully partnered the Centre in hosting the CPD day 'Unpacking the Holocaust' for her local network. **Ms Waterson and Rodillian Academy hosted a ran a hugely successful UCL CPD. Some 22 schools from the region were represented and in several case those schools facilitated more than one colleague to attend.** Rodillian Academy released 4 staff for the day – who discussed the impact of the CPD during the review process.
- The Centre's Darius Jackson (Ms Waterson's UCL mentor) commented, *'There was a well-attended CPD day, held at the Queen's Hotel Leeds. The venue was recommended by the Beacon School Lead Teacher Lorraine, and was perfect for the day. We had a stonkingly good day with the teachers.'*
- In addition to the external CPD day, Ms Waterson has gone on to provide opportunities for additional continuing professional development for colleagues from a range of schools. She has led internal (and across MAT) training inspired by UCL. This includes provision of training for the Heads of History in Leeds, including for those schools who has since become linked to the MAT: John Smeaton, BBG (Bradford), Featherstone Academy, Brayton (all the new schools joining the MAT will also follow the SOW) and our partner school Leeds Jewish Free school. Ms Waterson, Mr Percival and other middle leaders interviewed as part of the review process are committed and look forward to build upon further CPD opportunities with UCL in the future.
- **This review finds that the investment in equipping staff to successfully and appropriately tackle and address this complex history and subject matter, combined with the variety of individual needs across the MAT and wider teaching and learning community, is exceptional.** It demonstrates the importance the MAT affords the subject matter and what can be achieved; it speaks to the broader educational and civic mission statement.
- **The embedding of the UCL inspired scheme of work across a successful and growing MAT is a significant achievement and success. It is the epitome of sharing best practice, sustainability, consistency and is at the heart of a Quality Mark Beacon School in that it drives continued school improvement, opportunity, and quality learning experiences and outcomes for learners. Rodillian Academy is the first Beacon School to have secured such success in a MAT.** This means the Scheme of Work has been shared, UCL principles, approaches and materials have been embedded alongside the 'Rodillian Way' for driving up standards, whether results, school improvement, curriculum innovation, Positive Discipline (PD) or CPD.
- Outside of the RMAT, Ms Waterson and Rodillian Academy have successfully engaged local and regional schools to host CPD, raise the profile of Holocaust education and to share best practice.
- **By facilitating wide access to CPD provision, both internal and external, SLT ensure capacity building into their Holocaust education planning.**

- Rodillian Academy teacher feedback during the review visit regards their experience of UCL Centre for Holocaust Education Core CPD included colleagues from Religious education, History, Social Science and the Leeds Jewish Free School. Each teacher had very different level of experience in schools, several had whole school or leadership responsibilities. Comments included:
 - *'The mix of evidence and research was engaging and gave me the confidence that what I tried in the classroom would be effective... I especially liked the rich use of case studies and use of individual stories... made me reengage with how powerful storytelling and narrative could be in the classroom.'*
 - *'I know this is going to sound wrong and strange, but I really did enjoy the training. Maybe that's inappropriate given the subject matter, but I really did. It was so engaging and such a great mixture of content, pedagogy, resources and modelled questioning.'*
 - *'It's helped me support independent and critical thinking in my students.'*
 - ***'The best teacher training/CPD experience I have had.'***
 - *'It's changed the way I think and way I do things in my class. I apply its principles to so much of my teaching now...it kinda worries me how I may have taught the Holocaust and other difficult topics before now to be honest, I dread to think...'*
 - *'Training was great in sense as made me realise we could equip students to lead the learning and ask the questions not just answer ours.'*
 - ***'The day made me rethink the power of personal stories and narrative strategies in History teaching... really challenged my own preconceptions on education, let alone the Holocaust...'***
 - ***'Loved the idea of the "messiness of knowledge" and not shying away from complexity... made me refocus again on the nature of my subject discipline.'***
 - *'A nice mix of research, subject knowledge, materials and strategies...a great day...really inspired me.'*
 - *'Great location, inspiring and professional CPD leaders...I was well looked after during the day and gained so much from it... It was one of those days where you keep getting ideas and insights as you work through the various sessions and make a note to self about how it fits with a lesson or thing that you do...but then when I went away afterwards and I reflected other questions and ideas came to my mind so it gives you an enthusiasm and really sparks off powerful thinking.'*
 - ***'It meant I've banished textbooks from my teaching about the Holocaust'***

- *'Gave me a confidence and teaching and learning boost...reminded me what I became a teacher for...'*
 - *'Fantastic for a non-specialist...the "human" perspective was so useful to my sociology teaching and means I have shared this practice with others.'*
 - *'The personification or personalisation is what made is so engaging and powerful...it was so different to any other training.'*
 - *'...made me realise I needed to ask student to think, not ask them questions. The fact it begins and centres on the student was telling...and encourages a real process of reflection on their learning, their criticality improves and **actually I feel now when I teach that it's a learning journey we are on together...I am learning too because of their questions and insights.**'*
- **Clear commitment by SMT and Lead Teacher for ongoing UCL Centre for Holocaust Education partnership and CPD input** (both internally and for external network schools).
 - Ms Waterson has provided internal or external CPD support for MAT colleagues. This has been key to uniting or engaging the MAT in their Beacon School status and involving everyone on this journey.
 - **Rodillian Academy School improvement/ MAT Development Plan commits to the strengthening of network.** Upon application, The Rodillian Academy were already part of a cluster network of secondary schools, but in three years, have significantly developed this network through their MAT and partnerships – **working with at least 22 schools in Holocaust education.** Rodillian Academy have taken the Beacon School brief and 'run with it' to not just forge connections, but embed and consolidate innovative opportunities and partnerships across the MAT, subject divides and the regional community.
 - **Both Ms Waterson and Mr Percival are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2017-2021;** dates to be calendared annually by Ms Waterson and the senior leadership team, for the MAT, in liaison with Emma O'Brien. In addition, the range of twilights now on offer could also be of interest to colleagues across the Rodillian MAT and local/regional partner schools.

So much quality and impressive work has been achieved to date, the sum of a personal six-year journey or more for Ms Waterson, but also the culmination of a team travelling in the same direction to embed and develop quality provision. It is commendable and encouraging that this forward-looking school and SLT are keen to build on this best practice, to develop and built upon success to date for the benefit of Rodillian Academy and RMAT learners, teachers, and UCL and other partners in the short, medium and long term.

*See also Ms Waterson's SWOT analysis.

Phase 4: Summary reflections of quality mark visit

Because of these activities the reviewer would like to report

What Went Well:

- Beacon School status plays a crucial part in securing outstanding SMSC provision and Holocaust education at The Rodillian Academy is excellent.
- Holocaust education, the provision for and quality of teaching and learning, and outcomes, for learners has benefitted from Beacon School status. It continues to be an area of outstanding practice, expertise and passion, and as a driver for generic quality teaching and learning and a contributor to wider school improvement.
- Beacon School status has stimulated the Academy and been a catalyst for 'coming together' and sharing best practice, resources and investment in teacher development across the MAT, with wide ranging CPD opportunities, shared focus and experience; the outstanding Holocaust education outcomes and experiences for learners are because of a 'team effort', something that The Rodillian Academy has driven, but has been embraced and adopted across the Trust.
- The Rodillian Academy's Beacon School work undoubtedly contributes to the developing learners' emotional literacy.
- The Holocaust education work undertaken at The Rodillian Academy is underpinned by UCL Centre for Holocaust methodology and this is applied consistently across the MAT.
- Students and staff are interested, motivated and enthused by the approach and subject matter.
- The reach of The Rodillian Academy's Beacon School status is exemplary, in the first instance by being embedded across the MAT, including its partnership with the Leeds Jewish Free School, and local PRU. This is significant, as secures a hub of consistent practice, quality provision and expertise –and a networking of CPD and developmental opportunity, sharing and support.
- The Rodillian Academy has taken the Beacon School brief to establish itself as a dynamic hub within school networks, to be a model of how teaching and learning about the Holocaust can make a major contribution to young peoples' education and moved it on significantly. This proactive, cross-MAT, approach has ensured its impact on the schools and local community and the profile of quality Holocaust education experiences and CPD opportunity has been profoundly changed in the region. A huge success.
- The Rodillian Academy commitment to CPD has been outstanding. The original 2014 CPD training day brought colleagues from 22 schools together. There is a clear commitment from Lead Teacher, SLT and CEO of the Trust that this should continue. We recommend partnering with Rodillian Academy, as hosts, for a FREE UCL CPD day annually over next four years (as part of the

Quality Mark UCL partnership) – to ensure colleagues across the MAT, non-specialists and others teachers in the region are confident and equipped to provide quality Holocaust education. This is a rich CPD opportunity that can further support the Trust as it grows and sustain our partnership. Similarly, we can offer FREE twilight opportunities for the Trust; so it is clear there is both a willingness and opportunities to strengthen The Rodillian Academy/UCL partnership moving forward.

- Beacon School status is secured within the Academy Development Plan for 2016-17 onwards (with a clear rationale); including commitment to ongoing investment in staff development in this area in partnership with UCL Centre for Holocaust Education.
- Power of personal stories and testimony reinforced and appreciated. Survivor visits and engagement have been a valuable experience and enriching opportunity for staff and students alike, likewise recent Mala Tribich online engagement.
- Duty of care and the Prevent strategy: Beacon School status contributes to The Rodillian Academy's wider attempts to respond to and engage in wider debates about extremism, radicalisation, genocide, human rights etc.
- Use of questioning – evidence of range of strategies and types of questioning evident in teacher and student review meetings.
- Strong and developing body of staff with substantive specialist subject knowledge and skills – need to build on this and share. Clear evidence of staff subject knowledge, enthusiasm and passion.
- Pupil engagement is highly impressive.
- Middle leaders have a clear understanding of the impact of teaching and learning initiatives and strategies and are reflective practitioners focused on ensuring best outcomes for all learners and determined to have highest expectations for all. Those middle leaders met during the review process had informed understanding of their data, students, strengths and weaknesses in provision and judgements about the impact of Beacon School status was evidence/experience based and triangulated with work scrutiny and student voice.
- Partnership with UCL Centre for Holocaust Education in its role as mentor and critical friend has been extremely rewarding, positive and productive.
- Increased engagement with research, pedagogy and classroom practice – staff spoke of a re-engagement with teaching and learning, true thinking about purpose of education via the Beacon School programme.

- Lead Teacher has undertaken the UCL Centre for Holocaust Education Masters Module, is a gifted Holocaust educator, aspirational middle leader and a passionate advocate of quality teaching and learning in History, for all.
- Student substantive knowledge and understanding of the Holocaust at The Rodillian Academy is well above national standard as revealed by UCL research.
- Beacon School status and the development of a comprehensive scheme of work has helped to drive curriculum innovation in teaching and learning, both within History, the faculty and wider school.

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

- 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.
- 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 The Rodillian Academy. 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?
- To further substantive knowledge, confidence, skills and reflective practice, consider application for FREE MA 'Holocaust and the Curriculum' module for colleagues within Rodillian and wider MAT who have engaged in UCL Centre for Holocaust Education CPD opportunities.
- Ensure Beacon School status is secured as a priority moving forward in The Rodillian Academy Improvement Plan beyond 2017 – 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 Rodillian, across the MAT or regionally.
- 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 Lead Teacher across the MAT in History/Holocaust Ed?
- 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 Ms Waterson leave, The Rodillian Academy 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 Rodillian and across the MAT.

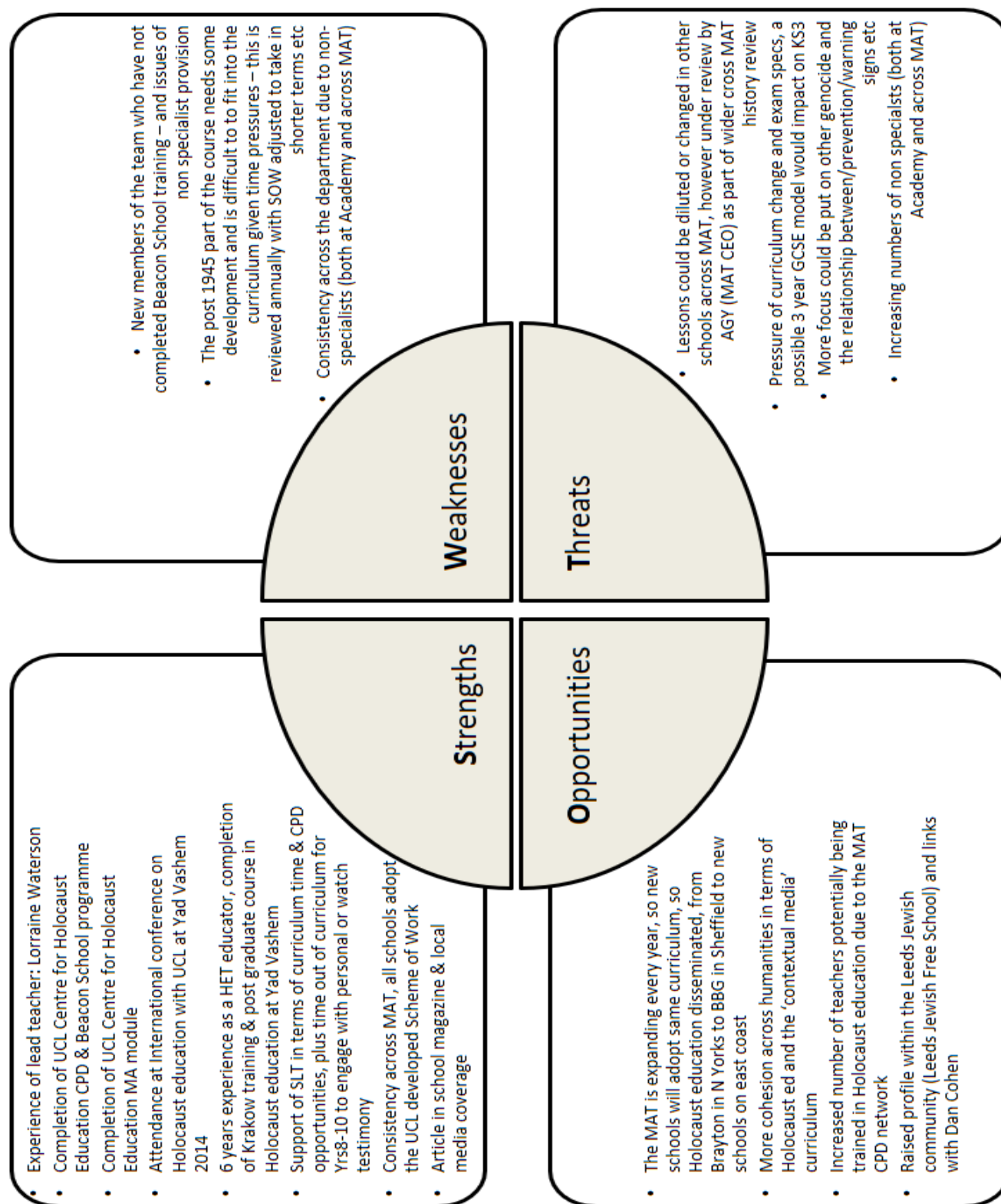
- Possibility of parental or community engagement, small scale family learning, or survivor event? Parents ought to know of your 'Beacon School' status.
- Governor/s to up skill in relation to Holocaust Education which will enable them to challenge as well as support the school in this important area of its work (possibly a link governor/Humanities governor)?

If not yet Beacon School ready and accreditation was not yet possible, the following agreed actions are suggested in order to improve provision/outcomes:

Not applicable as The Rodillian Academy achieved full accreditation.

*See EBIs for suggested areas of ongoing development.

SWOT analysis: Completed by Lorraine Waterson, The Rodillian Academy's Lead Teacher (Beacon School)



Beacon School Accreditation summary;

In light of a successful Beacon School year, for participating fully in all required elements of the programme and in response to a highly impressive review visit, the UCL Centre for Holocaust Education are delighted to award our Quality Mark and extend Rodillian Academy's designation as a UCL Beacon School for Holocaust education from 2017-2021.

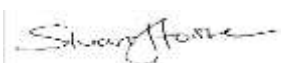
*Renewal of Beacon School status can be again sought within the 2020-2021 academic year. A calendared visit should be arranged to coincide with the teaching of the Holocaust Scheme of Work.

Reviewer: Nicola Wetherall MBE**Reviewer's signature:**

Comment: Rodillian Academy should be proud of its strong and developing Holocaust Education specialism; its impact on teaching and learning and the significant achievements of its students. This is testimony to innovative and quality provision being shared and supported by SLT, driven by a passionate and gifted middle leader in Ms Waterson, and shared across a MAT. What has been accomplished to date is hugely impressive and the RMAT have an exciting vision for developments in Holocaust education and an ongoing commitment and openness to whole school/MAT improvement. It will be exciting to partner, champion your existing practice and move Holocaust education quality provision forward.

Date: 03/03/2017**Programme Director:** Paul Salmons**Programme Director's signature:**


Comment: I am delighted that Rodillian Academy has achieved the UCL Centre for Holocaust Education 'Quality Mark' and has been re-designated with Beacon School status for a further three years. The development of teaching and learning has been hugely impressive, as evidenced by the students' powerful comments not only on what they have learned but also about the way they have approached this emotionally challenging and complex subject. I congratulate Ms Waterson, Mr Goulty, the wider staff and student body for embracing this programme, giving it the status, time and support necessary to ensure the highly impressive impact to date. And I very much look forward to continuing our partnership with you and relish working with your MAT and regional network to ensure quality provision and experience of Holocaust education for all learners. I do hope that we will be able to work together to provide more full day and twilight CPD for your colleagues across the MAT, and that some of your staff will take advantage of our free Masters module to further extend and deepen their thinking on Holocaust education. I am keen to see how your approaches to assessment develops, as it is clear that there is very strong teaching and learning and it is great for students to be able to fully show their knowledge and understanding. I look forward to the next three years of partnership between UCL, Rodillian Academy and your Multi Academy Trust, and to the continued success as a UCL Beacon School.

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


Appendix 1:

UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation/Learning Walk

Date: 08/02/2017

LO/LW of: Lorraine Waterson (Yr8 class)

at: Rodillian Academy

LO/LW by: Nicola Wetherall



Data pack on a mixed ability History class was provided, with annotations and seating plan, to the reviewer, in advance of the lesson observation. There were 27 students in the class; of those 4 had SEND status (regards speech and language or social and emotional needs), 2 were identified FSM, 9 were PP. At the time of the review and observation, teacher data showed that 21/28 students had made expected progress, with 9/28 already making better progress.

Observers lesson commentary, questions, observations, markers:

- Teacher welcome – at door and in classroom itself – reassured students they were in right place, starter activity on the board, sense of urgency and expectation to settle and start the learning quickly, ‘are we ready to learn?’
- Teacher instils sense of learning purpose from outset, clear expectations. Class ready to learn and settle quickly and begin the starter at back of books.
- Teacher takes register and makes every effort to learn and name students individually – evidence of a culture of forming strong and positive relationships between staff and students.
- Student feedback on starter task – mind map exploring what they have studied, what they know already about the Holocaust - enables teacher sense of prior knowledge/understanding.
- ‘*Jews were killed*’ student response followed up with ‘*when, where, why?*’ teacher prompts – stretching individual knowledge and understanding, whilst also drawing in others students on occasion to explain and develop points, agree/disagree etc.
- Effective use of praise, encouragement, thanking and acknowledging of ideas/contributions, regular use of stamps in student diary/planners – positive atmosphere of learning, everyone involved and contributing.
- Teacher draw out and consolidated understanding of key terms. E.g. ASSIMILATED, excellent use of analogy, cake to explain the concept and distinction of pre-war Jewish communities as compared to shtetls.
- Evidence of PD consistently and calmly in use, without impeding learning – ‘*head off hands, verbal warning*’, ‘*Connor, verbal warning, you are not doing what I have asked you to do.*’
- Teacher challenged generalisation or inaccurate use of terminology/language. E.g. ‘*GERMANS killed the Jews*’ – teacher corrected focus to Nazis and their collaborators, stated not all Germans were or

supported Nazis, reiterated importance of language, being specific and precise rather than stereotype of generalise.

- Stated lesson objectives: In so doing students termed to front of books, date, title – clear literacy verbal cues and reminders - capital letters, underlining, question marks. *‘Europe is the name of a continent, so what does it need? E. The Holocaust is a name of a historical event, so what does it require? H. The Lesson title is a question, so it requires... ?.’* Such prompts added pace and urgency to the students completing the simple administrative task, but reinforced literacy conventions and expectations in presentation.
- Lesson title: inquiry question – What does chronology tell us about the Holocaust?
- Lesson objectives: ‘By the end of the lesson you will be able to... organise events into chronological order, divide personal stories into groups and justify the division, use knowledge and concepts from the timeline and apply to different groups.’
- Identified keywords on lesson objective slide: chronology, similarities, differences, turning point.
- Teacher confidently explains the importance of chronology as a key historical concept.
- Asks to think about what questions they have about the Holocaust, to list these. Purple pen. *‘How many Jews died?’ ‘Why did Hitler hate the Jews?’ ‘Why didn’t people stop it?’ ‘Did it all happen at once/what triggered it?’* Could these questions be answered or further refined and developed in the next timeline activity?
- Stated expectation of moving from classroom to corridor and need only for planners to be taken with them, but to keep their questions in mind. Students move without fuss to sit in corridor where years of timeline have been affixed to wall.
- Teacher confident with the UCL Centre for Holocaust Timeline resources – clearly states to students that this activity will be about looking for trends, patterns, similarities and differences across time.
- Distributes personal stories to each student – they read individually or in pairs for those requiring support. Groups usual class teacher is in support and works with such pairs, whilst Ms Waterson also targets working 1:1 with those identified on her data sheet (SEND, EAL, PP etc). Such support allows for checking of comprehension; also allows for follow up targeted questions to ensure understanding prior to student placing the card on the timeline. E.g. *‘What happened to...?’ ‘Why was he targeted?’*
- Once read, students place the individuals on timeline – Teacher asks group about cards with or without borders, to consider the pattern of the personal stories on the wall. It is all distributed the same? Where is there a lot of activity? Is there a trend? (linked back and consolidated idea of turning point from the keyword lesson objectives).
- Teacher confidently explores a sample of stories by asking the student who read about them to explain to the group who they were and what happened; thereby students have to explain and describe, others are learning about other individuals. More examples of excellent questioning.
- Teacher facilitated an excellent student discussion of a range of cards; homosexuals, Roma/Sinti, Jews – pausing to consider similarities, differences, case of Edith Stein/Sister Theresa Benedicta, correcting where appropriate use of German/Nazi, challenging or addressing misconceptions. The passion of Ms Waterson was clear, so too her subject knowledge and familiarity with the resource. Perhaps in case of Edith Stein/Sister Theresa Benedicta teacher made the link too quickly instead of

enabling students chance to figure out the connection – possibly one area to rethink, allowing students some space to make their learning discovery, with right questions, time, or prompts?

- Teacher referenced ‘The Boy in the Striped Pyjamas’ – book and film in response to why Barney was killed so early, when Shlomo worked in a camp: *‘The Boy in the Stripped Pyjamas story would not have happened’*. Led teacher to opportunity to talk about the difference between allegory and story-telling and historical method/evidence/truth claims; referring back to and using examples in the timeline, the patterns, the trends, the turning point *‘what does the evidence show?’* *‘Does the timeline so far help answer any of the questions you originally had?’* *‘Would you change your question to be more specific or do you have new questions now?’*
- Teacher discussion also picked up on Korczak and linked it to the student’s educational experience.
- Observation ended midway through a double. Classes’ regular history teacher picked up the remainder of the session.
- Students were making significant progress in the lesson and able to explain to the reviewer how their understanding or ideas were changing/had changed.
- Students identified within class SEND/PP/EAL data pack, were spoken to by reviewer and each could explain their Holocaust card individual story – and articulate a similarity or reason for the turning point in the timelines. All were immersed in the learning and applied a positive mindset even when the demands of the literacy at times was difficult. (impact of Rodillian’s resilience programme?).
- Several students commented they were enjoying the lessons about the Holocaust, including this one, because they were; ‘thinking for myself’, ‘getting my questions answered’, ‘more interactive and haven’t got to have a textbook’.
- Two students felt they were ‘learning a lot’ and that ‘Miss isn’t my normal teacher but she obviously knows what she’s talking about’.

	Not evident	Even Better If...	Good	Excellent
Evidence of student progression in terms of knowledge, understanding and/or pupil self-awareness (reflection)				3 out of 4 students specifically spoken to about their work during observation could articulate their progression, the aims of the lesson and how their thinking had altered.

Evidence of a variety of types of teacher questioning				Questioning is extremely skilful. Demonstrates range of open, closed, targeted questions, allows constant assessment of pupils' understanding & challenge. Also added to pace & facilitated quick & effective challenge to misconceptions. Also pleasing range of student questions – both in form and style.
Evidence of teacher differentiation in various forms for group			This was not a group known to/taught by LW, but strength of her questioning and use of class data responded to student need at all levels and provided challenge. Would outcome be different? Lesson objectives were not specifically all, some/will, should, might?	
Evidence of student engagement and highest expectations. Atmosphere of learning; thirst for knowledge/love of learning				Students quick to settle, show positive attitude to learning & begin tasks with no fuss. Pupils quickly engrossed in what they are doing. PD displayed throughout, reinforcing highest expectations. Student engagement evidenced in starter questions – learner led inquiry.
Evidence of staff subject knowledge, enthusiasm and passion				Clear teacher knowledge, demonstrated expertise with familiarity with the materials, informative of cards as well as subject skills and teaching craft. Passion

				and enthusiasm was evident throughout.
Area		Evidence	Best Practice	
I	Informed Inspired Immersed Involved Independent Insightful	All students were involved and independently and collaboratively able to access and engage with the timeline; thereby all learners were immersed and able to offer insightful contributions and questions during the discussions. Many of those contributions testify to secure prior knowledge (key terms, dates, names)		
C	Compelled Challenged Captivated Curious Creative Critical	Criticality, curiosity and challenge evidenced in students range of questions during starter, and their ability to comprehend and extrapolate from the timeline, personal stories. A SEND student (spoken to during the observation) was compelled to make sense of the Edith Stein and Sister Teresa Benedicta cards, 'wrestled' with the literacy element to make sense of the knowledge, showed resilience.	Use of student led learning as integral to involvement, challenge and curiosity – student generating questions to solve, answer or refine, provide hypothesis, explore and refute was powerful starting point and drove all else in observation.	
E	Engaged Empowered Encouraged Enthused Evaluative Empathetic	All students were engaged during the lesson and empowered by their participation, use of praise, and desire to understand/know more. Students were empathetic as immersing themselves in the personal stories, and evaluative when considering wider patterns from the timeline.		

Any key examples of... seen to share?	
Literacy	Use of literacy cues, questions and challenge noted throughout.
Behaviour for Learning	PD clearly embedded and consistently applied across school, and evidenced in lesson.

Assessment/evidencing progress throughout	Use of questions and learner led approach in starter, lends itself to engagement and demonstrating progress throughout as students answer own questions through the inquiry tasks/discussion, thus reflect and refine further questions.
Critical thinking/independent thinking	

WWW: Feedback comments -

Highly accomplished teacher facilitated a powerful learning conversation with the group in such a way as all students 'owned' their learning. The activity was able to respond to student led original questions and saw learners begin to discover the complexity for themselves, whether in the colour-coding, the patterns and trends they discerned or in the detail of the individual or few case studies. Much of this was achieved via a range of excellent questioning. Fabulous literacy support and cuing throughout, along with reinforcing history specific key skills. Great use of praise, strong subject knowledge and clear familiarity and understanding of the resource; both of what it *is* and *is not* intended to do.

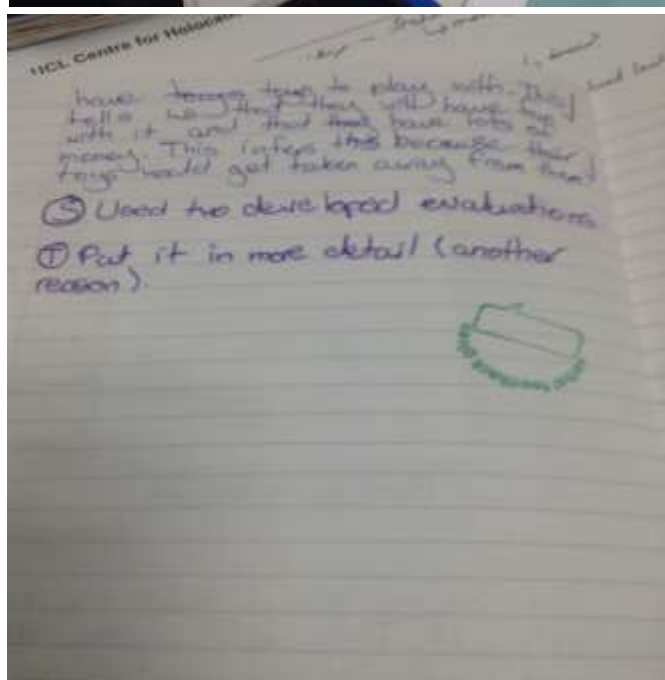
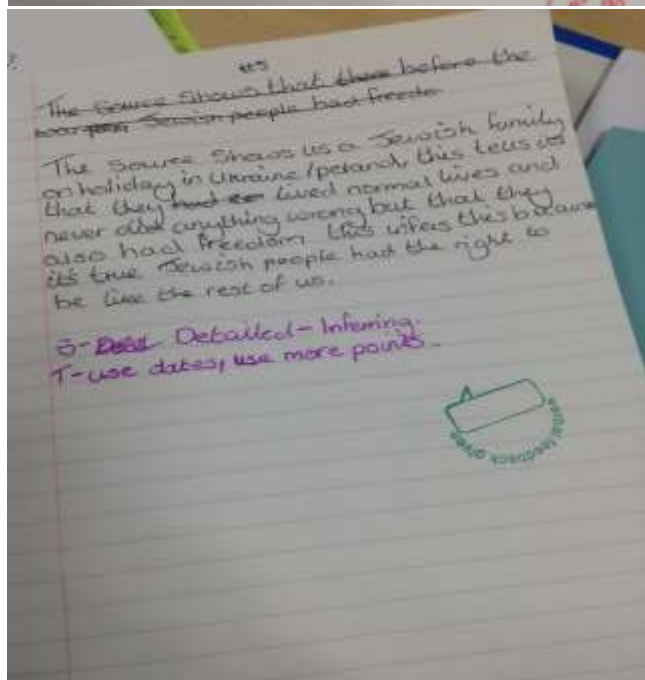
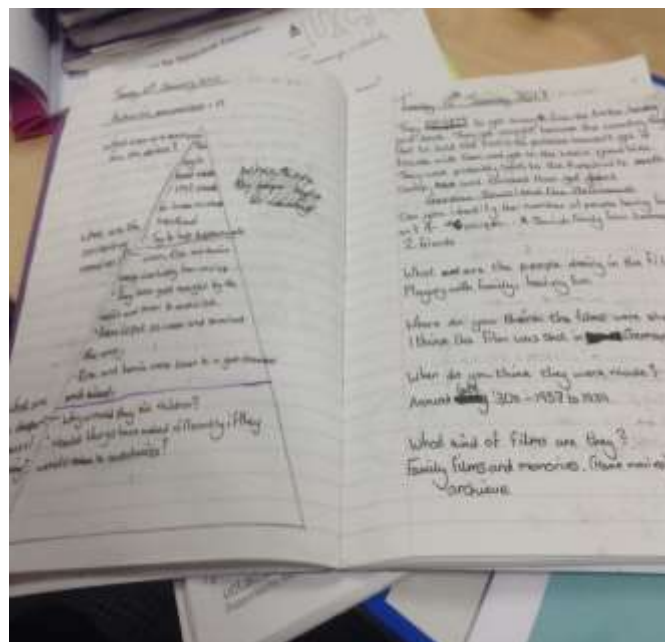
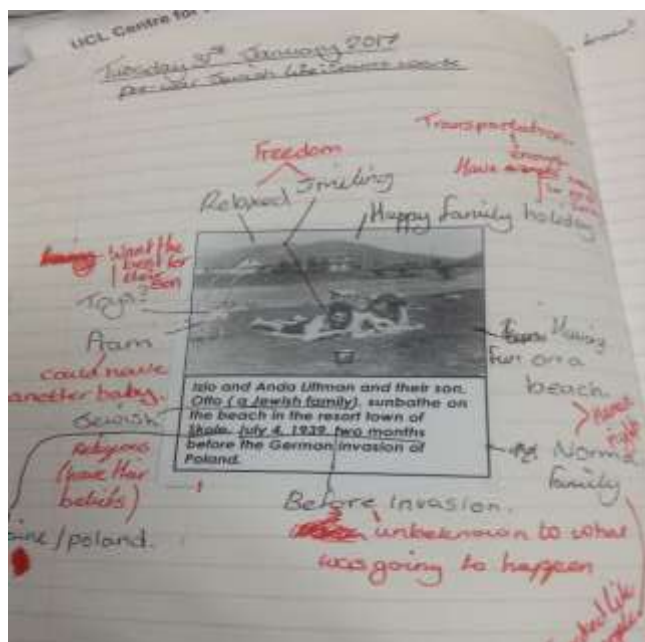
EBI: Target for possible future development –

A lack of any specific note-taking or tangible reference for the learning in books. This was a double lesson so it may be this would follow subsequently, but the excellent discursive and interactive nature of the lesson would need some way for recording of a response, the key learning or a summary of their outcome alone. How this may be done could be varied: a photo of the timeline, a diagram in book, reflection on their learning paragraph etc. But after such a powerful lesson, wonder if we need to capture or reduce that in some way so as it is retained, later developed and not lost and rely on recall alone; to ensure students have something to revise from?



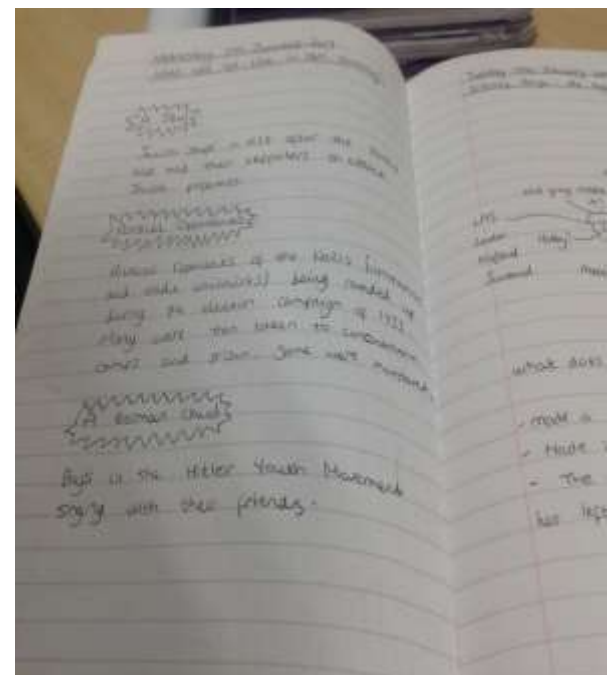
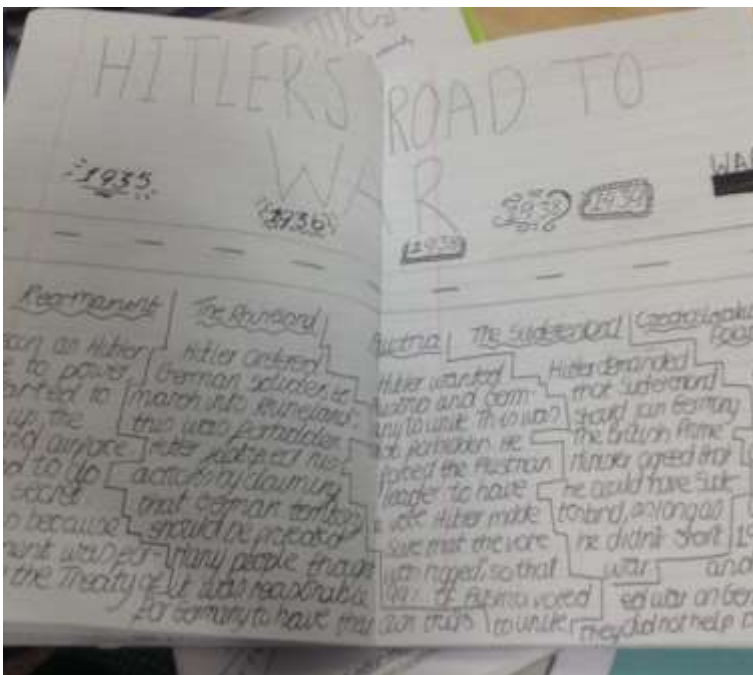
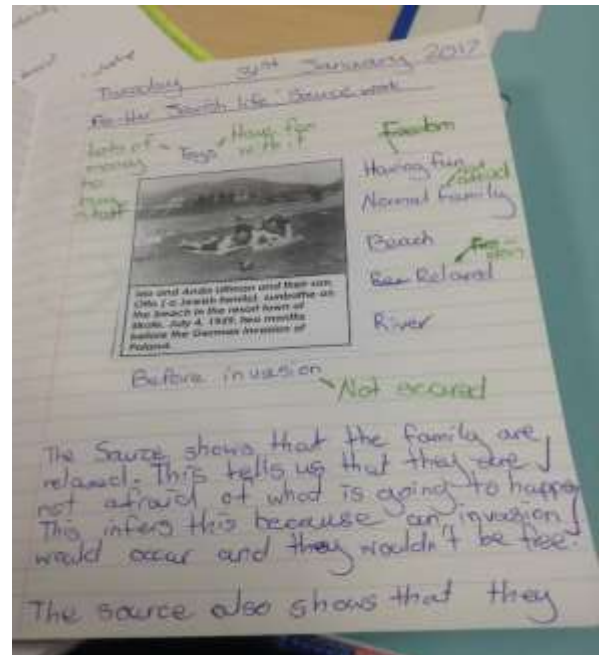
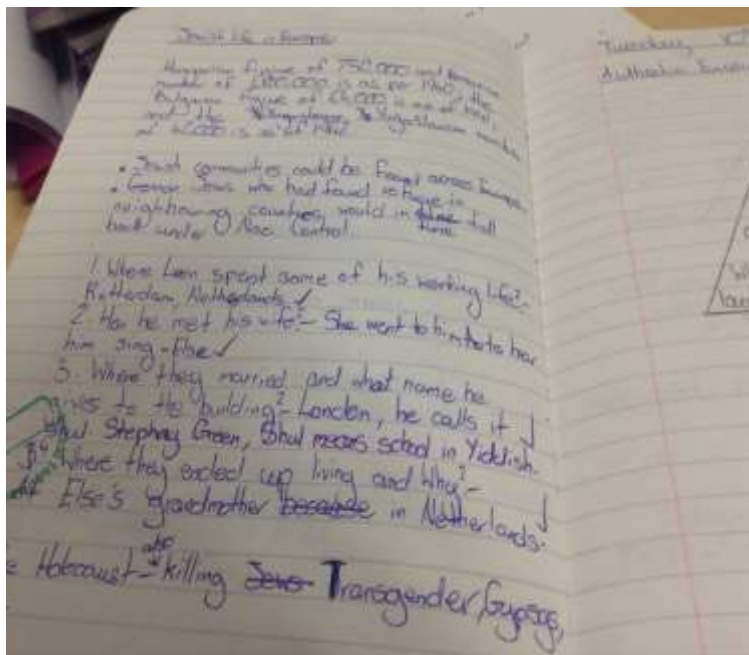


Appendix 2: Examples of Rodillian Academy learners' (Yr8 exercise books) outcomes



*Purple pens is indicative of student self and peer generated assessment/improvement 'DIRT/levelling up' in exercise books. Rodillian Academy marking policy does not require teacher feedback/marking in exercise books (though verbal feedback and stamps are used).

Instead, deep marking of assessments by teachers is stipulated by the Rodillian Academy policy – and vigorous, highly effective teacher feedback was evidenced in past and most recent assessed work and in the standardisation pack at the review.



Work scrutiny, student voice and the standardisation pack of Holocaust assessments confirms the quality and standards of presentation for 'neat' book or equivalent at Rodillian Academy. Expectations (as outlines in the marking policy) state: '...new page for new work, date written and underlined with rule (Month written in words), title underlined with ruler, writing done in pen, best handwriting, no doodling or graffiti'.



Tuesday 10th January 2018
The causes of the second world war.

The aims of Hitler's foreign policy	How he could achieve his aims	Who made him realise he needed to act	Why they wanted to
Dominate the rest of Germany and Europe.	I aimed from the start to become a dictator of Germany.	The Jews would be scared of him.	In case he invaded there would be no one to stop him.
Demand the cancellation of the Treaty of Versailles.	am going to achieve this.	Roosevelt, Europe and ruthlessly making saying them German.	op.

1933
Hitler became Chancellor of Germany. He started to build up the German army and navy.

1935
Hitler made his first aggressive move. He ordered German soldiers to march into Rhineland.

1938
Hitler demanded that the Sudetenland region of Germany be given to Germany.

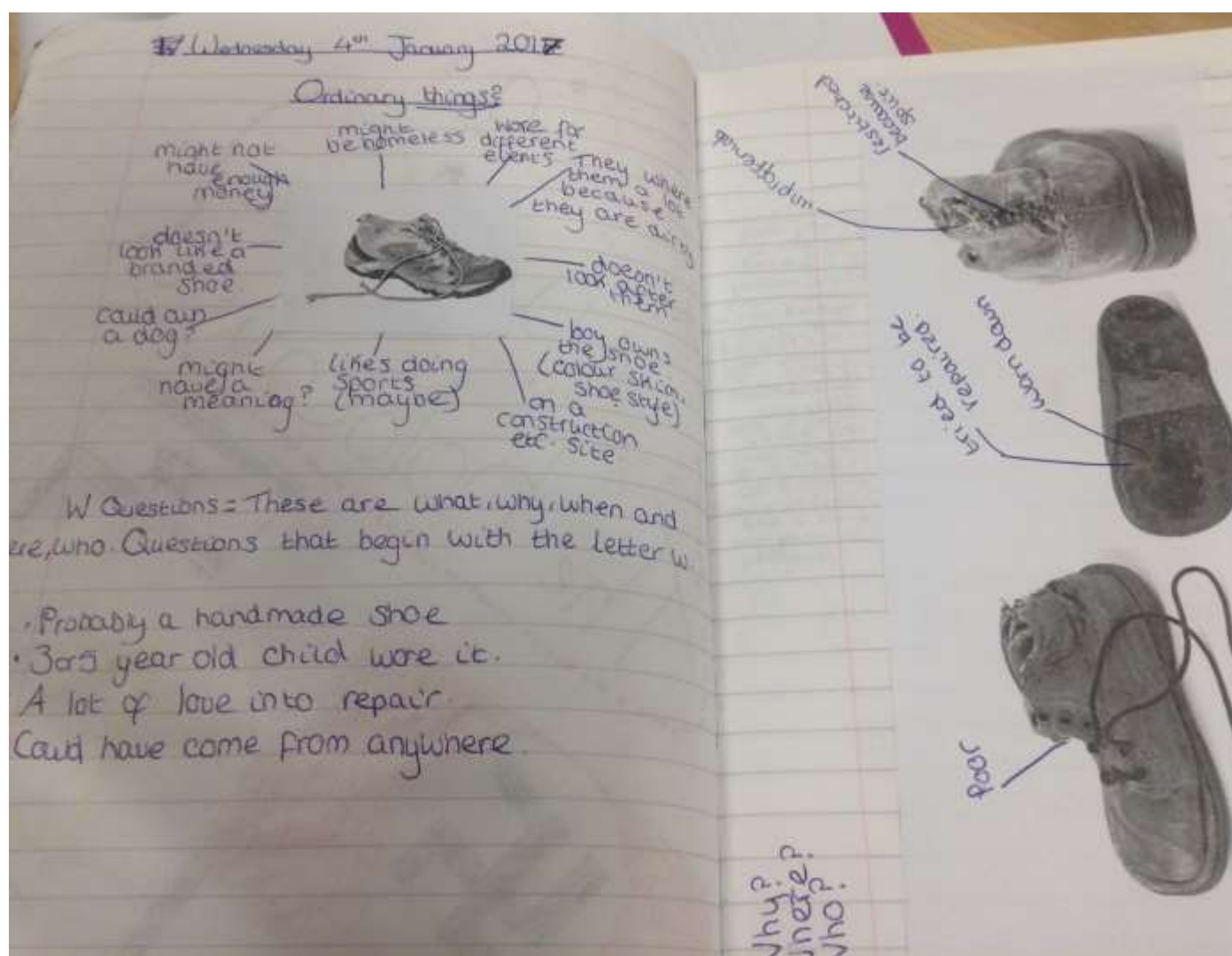
1939
Hitler ordered the German army to invade Poland. This was forbidden. In September 1939, Hitler demanded that the Sudetenland region be given to Germany.

1939
Hitler ordered the German army to invade Poland. This was forbidden. In September 1939, Hitler demanded that the Sudetenland region be given to Germany.

What does context help us learn?
was made a long time ago.
The boy is one of the very few survivors.
He has left to remind him of Barney.

What do we want to find out?
How did Leon survive?
How did Leon get the boy back?
Did people know what was happening?
How did Leon live with his life after the Holocaust?
How was this possible in the modern world?

verbal feedback given



Appendix 3: Examples of Rodillian Academy displays



Appendix 4: The Rodillian Multi Academy Trust Development Timeline

RMAT Development Timeline

