

UCL Beacon School Programme

QUALITY MARK AND RE-DESIGNATION REVIEW, WRITTEN REPORT

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DATE OF LAST OFSTED INSPECTION AND GRADE	10-11 February 2016, graded 2, GOOD (Graded 1, outstanding for Effectiveness of leadership & management & Personal development, behaviour & welfare)
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	2 March 2017
QUALITY MARK AND RE-DESIGNATION REVIEWER	Nicola Wetherall MBE, UCL Centre for Holocaust Education



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Review context

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

The programme seeks:

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

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

The visit was designed to externally validate good practice; to identify and celebrate areas of excellence; acknowledge and suggest areas for further development; and to offer strategies, opportunities and guidance where appropriate for continued improvement through coaching, CPD opportunities etc. As such, this report constitutes external verification of the school's high quality Holocaust education for senior leaders, governors, Ofsted inspections and parents. It is also intended to be a useful internal quality assurance and ongoing CPD opportunity for the Lead Teacher. The report also includes an outline of '*What went well... Even better if...*' and opportunities for ongoing development and support from the university.

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

opportunities. It enables UCL to be confident of the quality output of its named Beacon Schools and to further champion and develop schools' work. It provides verification that our CPD and programme is having an impact on staff confidence, substantive knowledge, pedagogy and practice and that this ultimately is making a positive contribution to the Teaching and Learning (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. It seeks to answer the question of whether the Beacon School programme is working or not, and hence assist in improving this programme and developing further work. We, like schools, want to know why and how a programme works, not just *if* it does.

School overview

- Woking High School is larger than the average secondary school. At the time of the review visit there were 1193 students on roll. At the time of writing, 9.8% of students have SEND needs with 2.5% with a statement or EHCP; 18% of students are eligible for PPG; and 24% have EAL.
- The school converted to an academy on 1 September 2013. When the predecessor school, of the same name, was inspected by Ofsted in March 2012, it was judged to be good.
- The proportion of pupils known to be eligible for support through the pupil premium is below the national average. Pupil premium funding is additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- A higher than average number of pupils are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils with special educational needs or disability is broadly average.
- The proportion of pupils with statements of special educational needs or education, health and care plans is above the national average. The school has a special unit with places for up to nine visually impaired pupils, seven of which are currently filled.
- The school meets the government's current floor standards that set minimum expectations for pupils' attainment and progress in English and mathematics.
- A very small number of pupils currently receive education off site. They follow a programme of learning provided by North West Surrey Short Stay School Pyrford Centre, Surrey Access to Education, St Peter's Medical Short Stay School, Stanhope-Seta Ltd and the Military Preparation College Farnborough

Woking High School was rated Good in its most recent Ofsted inspection (10–11 February 2016). The report noted:

- The inspirational headteacher, school leaders and governors have a clear vision for the school that promotes the achievement of every pupil.
- Governance is excellent. Governors use their wide-ranging skills to the best advantage of the school. They provide very effective challenge and support for school leaders.

- Since the academy opened, leaders have relentlessly driven improvement. Their accurate knowledge of the school, and the highly positive, aspirational ethos they have created, is helping to promote further improvement.
- The school's work to keep pupils safe is outstanding. Pupils are happy and feel very safe and secure in school. Parents are equally enthusiastic in their praise.
- The school works very well with a range of other organisations to meet the diverse needs of its pupils.
- Pupils' behaviour in lessons and around the school is excellent. They are keen to learn, and work well together to create a harmonious community.
- Pupils' achievement at GCSE has improved every year since the academy opened and is well above the national average.
- Teachers use their high levels of specialist expertise to provide activities that engage and motivate pupils. Relationships are strong and this helps pupils to learn well.
- The highly effective support provided by teaching assistants promotes independence and good progress by pupils who have special educational needs and those who speak English as an additional language.
- Pupils use many opportunities to take responsibility and develop character and resilience, which prepares them well for life in modern Britain.

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

Improve teaching to ensure that all pupils, including the most able, make good progress from their different starting points by ensuring that teaching provides:

- consistently high levels of challenge, appropriate to pupils' needs and abilities
- feedback to pupils about their work which gives clear guidance on how to improve

Further context

- The results from the 2016 summer examinations shows that under the government's new accountability measures, Woking High School students performed extremely well. Progress 8 = +0.50 (nearly 2/3 of all exam grades that students achieved were one grade higher than nationally expected), Attainment 8 = 56 (this means students scored an average of a B grade in all subjects), 32% of all results were at A*/A, 71% of all students gained 5 A*-C including English and Mathematics, 10 students gained at least 12 or more A*/A grades, 16 students gained at least 10 or more A*/A grades. This is particularly evident in the History department - a hugely successful, progressive and innovative department - in 2016 78* A*-C in History. Mr Jones noted *'...we have ranged from 77%-91% over the past 8 years, depending upon the ability profile of the cohort, 49% A*-A and roughly 80% of students achieve FFT-D Highest Probability target grades each year in History.'*
- This review confirms various other external judgements and comments regards the schools *'harmonious atmosphere'*. Upon arrival at Woking High School there is a warm welcome and a calm sense of purpose. There is a visible climate of celebrating diversity and difference throughout the school, epitomised in pupil's behaviour and attitudes to the 'other'. This review found students to be very accepting. All safeguarding procedures for visitors are observed; students speak with confidence and are positive when engaging visitors, such as Lilia and Toby in Year 8 who led the tour of the school. This review process confirms the 2016 Ofsted judgement of outstanding for Woking High School's personal development, behaviour and welfare. In the documents provided prior to review, in the tour of the school, lesson observation, pupil voice and engagement with range of staff it is clear *'The school's work to promote pupils' personal development and welfare is outstanding...pupils are proud of their school. They enjoy coming to school and participate well in the extensive range of opportunities to develop academically, socially and personally. There is a strong emphasis on emotional well-being throughout the school.'*
- Duty of care is utmost at Woking High School – 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. The 2016 Ofsted reports, *'The school has forged links with local organisations to help staff be alert to potential concerns, such as honour-based abuse. Pupils speak with confidence about the approaches they have learned to keep themselves safe'*. This review can confirm this as Toby, a Year 8 student, during the tour of the school spoke unprompted of a recent highly effective citizenship lesson that tackled FGM. This speaks to the 2015-16 School Development priority to *'...continue to meet our Safeguarding responsibilities through developing our provision with all stakeholders to meet the various aspects of the national agenda (radicalisation, forced marriages, FGM, CSC)'*. Similarly, the reviewer's tour of the school with students and in the student voice panel, testified to Ofsted's 2016 judgement pupils *'...are taught very effectively about keeping safe, including internet safety, and a number of staff are well trained in identifying any potential radicalisation. Inspectors observed pupils fascinated during an assembly on the potential dangers of social media'*. From the tour of the school and the student voice panel it was evident that Woking High School students are

aware of e-safety and that staff model best practice amidst a strong pastoral and support system to ensure wellbeing. Similarly, issues of bullying, FGM, forced marriage and radicalisation were present in displays, in student's conversations on the tours, and in references from students on the feedback panel.

- This review concurs with 2016 Ofsted report that at Woking High School *'...pupil's behaviour in lessons and around the school is excellent. They are keen to learn, and work well together to create a harmonious community'... 'Relationships are strong and this helps pupils to learn' and 'Diversity is celebrated and the community is harmonious.'*
- Relationships between students and teachers are demonstrably strong and staff across the service 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.
- It was evident throughout the Quality Mark review process that students do feel safe at Woking High School and that relationship building was key to the success of the personalised curriculum, which in turn led to behaviour for learning and positive outcomes.
- It is also noteworthy that the UCL Centre's sister programme – the First World War Centenary Project – is recognised in Woking High School's 2016 Ofsted report, as a valuable contributor to the celebration of diversity and development of a values and character based educational ethos.

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

Not applicable, as 2 March 2017 was Woking High School's first re-designation/Quality Mark visit.

Phase 1: Non-negotiables

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

	YES	/	NO
• Has the Lead Teacher attended one-day UCL CPD course?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has school hosted one-day UCL CPD course for network/local/regional schools?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has the school identified a named member of SLT to support Beacon School Status?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Did Lead Teacher and member of SLT attend UCL residential?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Did school submit initial Scheme of Work?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Has the Scheme of Work been refined/edited in light of UCL mentor feedback?	<input checked="" type="checkbox"/>		<input type="checkbox"/>
• Did school send representative on Poland study visit?	<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 Woking High School met the expectations.

Phase 2: Summary of review visit methodology

Prior to visit

- Copies of Woking High School Development plan, most recent Ofsted report, a copy of the Scheme of Learning (SOL) and range of UCL and Beacon School related documents were requested, collated and reviewed, along with links to related policy documents on the Academy's website.
- A SWOT analysis was completed and a rich and impressive range of supplementary evidence was offered, along with an itinerary prepared for the pre-arranged one-day review visit.

During visit

- A tour of the Academy site with two Year 8 students.
- Meeting with SLT links, Mrs Jane Abbott (Headteacher).
- Meeting with Lead Teacher, Mr Matthew Jones (School Improvement Leader/ Head of History, Lead Teacher for UCL Beacon School programme).
- Work scrutiny undertaken (mixed ability, boys and girls, and range of classroom teachers), sample lesson plans and resources from various subject areas and documentation including UCL scheme of work in History, plus assessment samples and data reviewed and discussed. Copies and photographs of examples and displays taken throughout visit (see Appendices).
- Lesson observation with Mr Marc Craib (NQT Teacher of History), Yr9 History lesson from the Holocaust Scheme of Work.
- Student voice interview with nine students from current Yr9 and Yr10 cohorts, mixed ability and gender.
- Meeting with range of staff who have experienced and engaged with UCL Centre for Holocaust Education CPD, Mrs Jane Abbott, Dr Emma Williams (Head of Latin, Citizenship Coordinator), Mr Ben Young (School Improvement Leader, Head of RE), Mr Elliott Bacon (Teacher of History), Mr Matthew Jones and Mrs Vanessa Thomas (Teacher of History).
- Visit debrief with Mrs Jane Abbott and Mr Matthew Jones.

After visit

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

Phase 3: Key findings

1. Holocaust education in the Woking High School curriculum

- The provision for and impact of Holocaust education at Woking High School has significantly improved as a result of participating in the UCL Beacon School programme. Woking High School's leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust Education.
- Throughout the review process there was – from students and staff – pride in their achievement of securing Beacon School status, and a sense of the importance of gaining the Quality Mark was palpable.
- The review demonstrated Beacon School status has stimulated or provided further space and opportunities for pedagogic and assessment conversations among Woking High School 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.
- Mr Jones and middle leaders have a clear sense of what worked well and why, but equally can identify areas for improvement.
- Mr Jones and middle leaders recognised that Woking High senior leaders have supported reflection, discussion and planning time for the scheme of work and stated, repeatedly and independently during the visit, that at Woking High School they felt confident to ask for that time and that whenever possible SLT would support or enable it.
- Mr Jones' Scheme of Learning (developed across the year of the UCL Beacon School programme and constantly reviewed and refined) takes as its title 'Challenging Holocaust Misconceptions'. Mr Jones stated the hope that the scheme of learning would enable students to *'...unpack the 'baggage' that they bring with them through this approach to teaching about the Holocaust. By focusing upon addressing misconceptions and challenging the assumptions and preconceptions they have, they will gain a much more accurate understanding of the Holocaust, and through the use of these different pedagogical approaches will simultaneously be developing the skills of enquiry, using evidence, communicating about the past and the concepts of significance, interpretation, causation and diversity.'*
- This scheme of learning 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; unlocking antisemitism; pre-war Jewish life; resistance; legacy and 'surviving survival'. There is a clear, overarching rationale and a sense of purpose befitting the school, cohort and its History context.

- It allows for some 9-12 lessons of history, each of one hour. 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 Woking High School should be commended for devoting this significant number of lessons to study of this complex subject.
- The scheme of learning addresses many of the issues raised by UCL's national research into student knowledge and understanding of the Holocaust. It is especially noteworthy that 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 – and its impact is evidenced by the detail and understanding demonstrated in the student voice panel. Students had very much engaged with this aspect of the learning.
- Mr Jones and his team are reflective practitioners. They noted: *'We have already spent time as a department evaluating the SoL and know that there are lessons/areas of the scheme that worked slightly less well than others. We are still not entirely happy with the Unlocking Antisemitism lesson and it is the area of the scheme that many students found fascinating, but ultimately very difficult to comprehend. One member of the department has adapted the lesson this term and taught a new version to three groups with great success. We aim to adapt the lesson slightly following this positive work ready for next year's cohort. We now have two slightly different methods for teaching the lesson and so teachers will be able to select the most appropriate for their groups.'* This review praises Mr Jones and his team for taking the underlying UCL principles and pedagogy, the core of a lesson idea – such as antisemitism – and for adapting materials where appropriate, trying new approaches and making UCL resources their own, applicable to their students' needs, school context and teaching styles.
- 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.

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

- Headteacher, Mrs Abbott, commented that as a senior leader and manager *'the real value of Beacon School involvement, has been CPD and the way it has helped improve teaching and learning beyond the Holocaust'*. Mrs Abbott, senior, and middle leaders all talked about the impact of the Beacon School year in terms of its contribution to whole school improvement where many UCL underlying principles have become *'expectations in practice'*, irrespective of whether a Holocaust education related lesson.
- It was clear from discussions with Mr Jones and subject leaders that Beacon School status has been the catalyst for powerful teaching and learning, pedagogic conversations among staff and reflection. The pedagogical principles and strategies originating from the UCL Centre have now taken root in other, non-Holocaust related, subjects and topics. Woking High School staff independently report that the UCL approach has impacted positively and further developed already excellent teaching and learning practice across the service. It was widely credited as having significantly contributed to a *'shift in thought processes'* and impacting upon their practice; sometimes very consciously, other times, upon reflection, subconsciously.
- The review repeatedly heard from colleagues across disciplines of a change in thinking about teaching and learning, and ultimately the impact on learner outcomes as result of UCL training or opportunities resulting from Beacon School status. When asked more about the wider teaching and learning impact of Beacon School status, the review heard the following from staff:
 - *'I teach differently because of that UCL Holocaust training.'*
 - *'I am clearer in my own mind now of when and how to probe and push... It's really made me more conscious of my questioning, my expectations...I've seen the impact for my student's skills and all of the UCL pedagogy and materials is based on evidence and sources and examples.'*
 - *'Beacon School status makes you aspire to teach the Holocaust well, so I know I am more consciously reflecting on my practise so as improve and.... I think that can't do anything but make you a better teacher generally.'*
 - *'I'm consciously not telling them anything, or certainly not as much...instead I'm asking better questions... I'm more confident to wait and not fill the silence and to just let them think.'*
 - *'I'm seeing more students willingly engage, they are definitely more willing to volunteer and take part in the Holocaust lessons.'*

- *'We had always covered the Holocaust within RE and our prejudice related scheme of learning, but the lessons and CPD from UCL has allowed the pupils to access and engage with it better.'*
- *'The toy activity helped the young people from the start frame their own questions and to engage with the past in a different way... It's a child's perspective and really hooks them in... it's an invaluable exercise that you could use in several ways... combine that with testimonies and it's really enriching.'*
- *'Yes the toy activity really brought out the empathy and inference skills... it's a great stimulus as is something we can all relate to as it's a human and personal thing...It's a running thread now and the questions students pose at the start we revisit, reframe and it's a great strategy for teaching and learning... It's fascinating.'*
- *'I use maps more now...I never realised maps could be so compelling, so shocking or powerful...The pre-war life maps and those blocks of Jewish populations in countries and the populations post war were incredible...Who needs graphic images to convey that loss, legacy or the void? That's really made me think about maps and images of all sorts in my teaching.'*
- *'The UCL approach has been so much more powerful as its meant I have re-pitched my questioning, due to the new knowledge and confidence it's given me and now the students are more stretched and engaged...it's like Mary Myatt said about High Challenge, Low Threat...the students are being challenged more, but are less threatened as they are driving the learning and asking the key questions.'*
- *'Using the case studies pulls you back and makes the complex more manageable, tangible and personal... I've been able to apply that to my PSHE/Citizenship teaching.'*
- 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 Woking High School reiterated they had *'...gone on a learning journey with the students'. '...I really came to appreciate it wasn't about the numbers, a series of events... it was about people, individuals and communities'*. Many colleagues recognised Holocaust education as a valuable and empowering opportunity as it *'...encouraged reflective practice were students were responsible for their learning rather than me just give them stuff and direct the learning...'* Another said *'...students have a shift in perspective and take more responsibility for their learning... I see a different student in front of me in terms of effort, engagement, criticality and the fact they volunteer ideas...'*
- An increase in criticality and reflection was a noticeable recurring theme when teachers discussed progression and outcomes. Teachers across the curriculum spoke independently of:
 - *'Students improve and hone their skills... they don't take sources at face value anymore.'*

- *‘...for some of our learners it has been the first thing that’s made learning relevant and seem meaningful or important.’*
- This review finds that Woking High School 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 learning could help support school improvement through achievement and challenging the progress gap.
- The power of stories was repeatedly highlighted throughout the review; several colleagues at Woking High School attributed this successful 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 Headteacher Mrs Abbott and middle leaders hoped to learn more about in the future and 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 Quality Mark visit, work scrutiny, lesson observation and student voice panel confirms the summary finding of 2016 Ofsted that *‘Teachers use their high levels of specialist expertise to provide activities that engage and motivate pupils’*. Teachers at Woking High School are not risk adverse and 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.
- The review’s lesson observation reiterated Ofsted (2016) finding that pupils *‘...work very well together to solve problems and are happy to challenge each other’s thinking and offer advice’*. (See Appendix 1) Students were engaged in reading the complex individual case studies - some with weaker literacy skills showed real resilience to cope with the text and vocabulary – and these cards promoted group debate and discussion as to the motivation of the individuals or groups featured in the cards. Students could challenge, respectfully, the opinions of others, and the level of thinking and engagement contributed to ensure good progress within the lesson was made. This sets a climate of expectation for progress over time.

- Students felt that they had their questions answered, but were confident in their teachers that, should they have a further question, they could ask.
- Student feedback during the review visit included:
 - *'The Holocaust is very different from anything else I have done in school.... the subject matter is intense and complex and messy...but it was also different in how we learned about it too. I had questions and that was the starting point for lots of the lessons...The Holocaust lessons let me think and ask questions and it was more interactive...The teacher wasn't just talking and telling us stuff we got to make discoveries ourselves and I remember the lessons more because of it'.*
 - *'It was taught really well... really liked the way we focused on people...real people like Leon - he survived - we followed his story, even after the Holocaust, so I realised the genocide didn't stop with the killing as Leon made me think about what life was like after all his family were gone and what it would be like to try to rebuild or go on'.*
 - *'Normal lessons has mere teacher input and we just sit and listen to them and then answer questions...In the Holocaust lessons we had a lot more resources and they played a bigger part. They really expanded everything we learnt... having them meant we could find out the answers to some of our questions and test whether our ideas were right rather than being told by the teacher.'*
 - *'Yeah there was loads more discussion in the Holocaust lessons and we learned a lot from other students' ideas too.'*
 - *'We didn't get any horrific or shocking images...which was good as people wouldn't want to be remembered like that...it has such an impact without the shocking pictures, we didn't need to see them and what I have learned about Leon and Barney and their family and all the other individuals and personal stories will stick with me.'*
 - *'I feel confident about it all because we have real people who survived it and talk about it.'*
 - *'It's such a deep subject that if you are taught it wrong you only get more misconceptions but if taught it well, like what we have, then you can challenge misconceptions and apply those ideas and skills to other things too.'*
 - *'It's made me ask more and more questions... you ask one then and then you learn something that makes you want to know more and you ask more questions and then that leads to something else... it's like with the Holocaust you don't have a start and end of knowing it if that makes sense, it's like the learning goes on and on.'*
- Students repeatedly stated Holocaust education's importance and a desire to learn more about it. In the student voice panel, many reaffirmed the relevance of the Holocaust, for example:

- *'Why should schools do it? Because the Holocaust matters today. It's not like 1066 or something, the Holocaust impacts on politics and attitudes today and Europe would be a very different place if the Nazis hadn't killed 6 million Jews.'*
- *'People need to be taught what actually happened, not a simplified or distorted.'*
- *'Adults need to have the knowledge too.'*
- *'The Holocaust is such a big part of modern history that it should be talked about and taught and taken seriously...this will influence who we are and what we do...it makes you think about your values and the things that are important to you... I am making connections about what is going on in the news today to the Holocaust so we need to know about it understand what's happening now or what could happen in the future if that makes sense?'*
- Ofsted (2016) reported *'All subjects are supporting improvements in literacy through a strong focus on grammar and accurate use of vocabulary'*. Indeed, it remains a focus of the school development plan (2015-16) and this was evident in work scrutiny, assessment reviews, the lesson observation (see Appendix 1) and in the student voice panel. The quality of student debate and discussion within their groups regards the 'Being Human' case studies and their personal motivation was evidence of students' communication skills, including their criticality and emotional literacy.
- The review concurs (in the context of Holocaust education learning opportunities and experiences) with 2016 Ofsted remarks that, at Woking High School, *'Strong relationships and the highly positive culture for learning across the school contributes to the pupils' growing self-assurance. All staff work effectively to encourage pupils' resilience. Pupils are prepared to work hard to achieve their goals.'* 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 Mr Craib, where strong subject knowledge and passion were evidenced. For example, he proved particularly adept at finding out what pupils are struggling to master through skilful range of questioning and 1:1 engagement with pupils to then tackle any difficulties, challenge misconceptions and facilitate moving the learning forward. The use of excellent questioning was especially noticeable in his 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, using the case studies effectively. (see Appendix 1)
 - b) The latest 2016 Ofsted report (submitted as pre-evidence for the review) noted: *'The school works very effectively to promote equality of opportunity. It makes very good provision for pupils' spiritual, moral, social and cultural development. Pupils from a variety of different backgrounds show respect for pupils of other faiths, cultures and lifestyles. The school is a*

Holocaust Beacon School and is also working with Woking Borough Council to raise awareness of a local Muslim burial ground as part of the schools' programme of events to mark the centenary of the First World War. Diversity is celebrated and the community is harmonious'.

- Woking High School teaching staff are prepared to take risks 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 result.
- The excellent skills, toolkit, confidence, and teaching and learning strategies of Woking High School staff is matched only by their total commitment, strength of personal relationships, knowledge and care for their learners. Together this ensures quality teaching and learning results, and this is especially noticeable in the learners' experience of Holocaust education.
- Students openly praised the quality of teaching about the Holocaust and its importance during the student voice panel; even the Year 8 students who led the tour and had yet to study the Holocaust were aware of Woking High School's Beacon School status and were looking forward to Year 9 and their chance to study the Holocaust for themselves. There is an expectation and interest to explore this topic in History. Many students spoke positively of the passion, enthusiasm and knowledge of their teachers Mr Jones, Mr Bacon, Mr Craib or Mrs Thomas.
- 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. This has contributed to the Schools 2015-16 Development Plan stated aim to *'improve the quality of questioning used within lessons to deepen students' knowledge and understanding and develop their thinking skills and presentation of ideas.'* This review finds the questioning strategies and outcomes in Holocaust education lessons to be effective, excellent, varied and meaningful.
- Ofsted in 2016 noted that *'Where teaching leads to good or better achievement, skilful questioning encourages pupils to develop deep understanding'*. This review confirms this, based on lesson observation, work scrutiny, student and teacher panels.
- The Beacon School programme's Poland residential has proven useful in *'...confirm[ing] our view that the current scheme of learning covers the Holocaust in a way that does not shock or traumatise students. One consideration was the addition of the lesson "A space called Treblinka". The visit to Poland confirmed our decision that it may be too distressing/ disturbing for Y9 students. One area that has been adapted is our own practice when conducting visits. Whilst in Berlin during the autumn term we began to create activities like those conducted whilst in Poland (use of photographic evidence, short paired and group tasks to engage on a personal level with the environment). During future visits, we hope to use these activities with our students to*

maximise their learning experience. Site-related pedagogy has thus been enhanced by participation in the programme.

- Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials is a key area for ongoing development at Woking High School and middle leaders recognise the benefits of embedding such principles and authentic student led learning opportunities in other schemes of learning and departments.
- Looking at the scheme of work itself, teachers 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.
- Woking High School has successfully embedded 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 simple 'moral lessons' for students.
- Teachers independently noted throughout the review process that Beacon School status had significantly contributed to Woking High School's expectation of challenge and critical thinking now flourishing. *'Any preconception of student's abilities or labels are not to be found ... there is no dumbing down. Instead we see opportunity and possibility'*. Consequently, expectations are raised. Quality teaching and learning follows and students themselves reported feeling they were being pushed and respected by being given this complex and challenging Holocaust material and recognised the importance of embracing this opportunity to learn about something so significant in a meaningful way.
- Woking High School's approach to Holocaust Education continues to contribute to improving teaching standards, raising pupil achievement, aspiration and broadening horizons whilst also strengthening SMSC provision.

This review confirms that Woking High School's Holocaust education provision, its quality teaching and learning is indeed outstanding and a powerful contributor to both a curriculum that informs, engages, empowers and inspires its learners and wider school improvement.

*See also Mr Jones' SWOT analysis.

3. Assessment, achievement and outcomes for students

- The 2016 Ofsted report recommended further improvement around '*...consistently high levels of challenge, appropriate to pupils needs and abilities*'. This review finds this degree of challenge is evident in the History department's teaching and learning about the Holocaust. Work scrutiny, assessment outcomes and the student voice panel powerfully evidenced challenge and progression. Students clearly found the new pedagogical approaches stimulating, engaging, challenging and rewarding. As one student commented, *'The Holocaust work was intriguing... and different from everything else... Sir handled it really well... normally it's 80% talking at us and telling us stuff... but with the Holocaust we got to think and ask questions. Sir didn't do as much... I worked harder.'*
- Similarly, the 2016 Ofsted report encouraged school wide development and consistency in *'feedback to pupils about their work which gives clear guidance on how to improve'*. Student voice, work scrutiny and assessments from this QM review revealed the History department is an area of strength within Woking Hill School in this regard. 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 that develops both knowledge and understanding, a desire on the student's part to improve, and genuine time protected within lessons for meaningful student reflection. Therefore, this review identifies feedback and progression as a History department strength that could be used as example of best practice for wider school improvement.
- 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 Appendix 2.)
- Mr Jones stated during the Quality Mark review that being part of the Beacon School programme had impacted pupil progress within his History department. Summative assessment demonstrating good or better outcomes and learning across the department were scrutinised and discussed during a range of review meetings. This review agrees with Mr Jones' SWOT analysis that a strength resulting from the Beacon School year has been the creation of a *'meaningful and successful scheme of learning with assessment at its heart'*. Woking High School's Holocaust scheme of learning assessment in History encourages high order thinking, criticality and the demonstration and application of historical concepts. The excellent progress students make in their Holocaust education is thanks to high quality teaching practice, but also a well-planned, thoughtful and engaging scheme of learning.
- Woking High School has planned, standardised and formal assessment of the Holocaust in History. This is an encouraging development, not least because UCL Centre for Holocaust

Education research reveals so many schools and their teachers shy away from assessing learning about the Holocaust. As such, the strengths of Woking High School assessment procedures have been recognised by UCL Centre for Holocaust Education and Mr Jones was invited to share and present to the 2016-17 cohort of Beacon School Teachers.

- When asked whether the History Department had seen any noticeable change (positive or negative) in pupil performance following the Holocaust scheme of learning, as compared to the same cohort studying an earlier or later topic, Mr Jones commented: *'It was extremely pleasing to see that in general students performed better with this assessment than others during the year. Last year, there were six Year 9 assessments set during the year. A random data sample of 129 students of all abilities shows that students achieved higher levels on the Holocaust assessment than any other assessment. The Holocaust piece is the fourth of the six assessments and the vast majority of students saw improvement on any prior assessment. Those students who achieved higher levels for later assessments (Civil Rights or the Significance speech) did so because of a greater interest in the subject matter and increased skills that were developed through the Holocaust SOL. This is something that students were keen to tell us last year and also appeared in the report by Dr Hale.'*
- Mr Jones went on: *'The depth and breadth of student understanding was significantly greater than a similar Holocaust assessment that has been taught for the past three years. This was most evident when challenging preconceptions such as The Nazis were the first people to practice antisemitism or The Holocaust ended in 1945 as students had much greater substantive/contextual knowledge to base their arguments and explanations around.'*
- In March 2016, students from Woking High School took part in a focus group with Dr Rebecca Hale from the UCL Institute of Education's Centre for Holocaust Education to discuss their experience and opinions of the assessment activity they did as part of a unit of work about the Holocaust. The feedback from the students was presented to the school in form of the report. This Quality Mark review reiterates the findings of Dr Rebecca Hale regards strengths of assessment and the teaching and learning about the Holocaust within History at Woking High School. Student feedback findings on Holocaust education and assessment concluded:
 - Overall the students reported that the lessons they participated in about the Holocaust had been valuable and interesting to them. They thought the pedagogical approaches used, for example independent and enquiry based learning, had contributed to how engaged they were with the lessons, how much they learned and why they thought the unit of work was so interesting.
 - *'I quite liked [the timeline activity] because we got to create it ourselves rather than just reading from a textbook.'*
 - *'We did a little case study, not case study, but on a person who was involved in the Holocaust and I think his son was killed in the Holocaust. I quite liked that because it was,*

gave kind of like a base and we, to give other questions. Because I think his son was two years old and we also watched a couple of clips from the person so it was quite, I liked that lesson.'

- As the exchange between three of the students below shows, students also appreciated having the opportunity to discuss the materials they were using and share their own views and perspectives with their peers and teacher. It is striking one student refers to this helping them *'feel more part of the lesson'*.
- *'Having a discussion is better because if say either you've got something to read off the board or if you're just reading it, it doesn't really sink in as much. If you're discussing it, you remember things that have actually happened.
When you discuss them you feel more part of the lesson.
It also helps because you can bounce your ideas off other people and the teacher and then like the teacher can expand on your ideas as well and that can help the whole class.'*
- It is also notable that students found that discussion work helped them to understand and remember the material, in contrast to if the lesson had focused on writing in their exercise books or using a textbook.
- *'I think people tend to remember more if it's a class discussion. I don't think everyone actually memorises what's given in their exercise book. I don't look at it a lot.'*
- *'A quick read and then I think if you're doing it from textbook you don't try as hard, because you think the answer is there so you don't have to think about it.'*
- In terms of the assessment that the students completed, which included researching common misconceptions about the Holocaust and identifying and discussing evidence to counter these misconceptions, students were emphatic in their praise for this assessment task. They thought that it was interesting and helped to consolidate their learning. In other words, students had secure knowledge and felt confident to challenge these misconceptions.
- *'I've started doing [my assessment], I've done, I've done three, I've picked three and I've actually found it quite interesting. Because before doing the unit some of them things I actually believed, whereas now I can completely see why I shouldn't have thought that.'*
- *'I'd much rather do it like that than just do, if it was the same, if it was just writing an essay every time, you wouldn't be as engaged in the learning knowing that 'oh I've got to write a massive essay about this at the end'. So by doing different things it just mixes it up a bit, it makes it more interesting.'*
- It was also noted that the assessment activity used for the Holocaust module had helped them to develop skills more generally, and skills that would be relevant to other topics and subjects they study.

- *'I think the way we do it now is much better because it not only develops your history skills, but other things as well side by side, so when we're doing the PowerPoint that also builds up other things as well at the same time not just your history skills, so you have to present in front of the class and for these kind of poster stuff. It also has other things that are building up at the same time.'*
- Dr Hale's 2016 report concluded thus:
 - *'In sum, students were extremely positive about the Holocaust lessons they had participated in. They thought the lessons were interesting, and particularly valued the pedagogical approaches used. They enjoyed doing the assessment activity for this unit of work and felt that it enabled them to demonstrate what they had learned to the best of their ability. This is especially important because it meant the students did not feel the assessment was unfair or limited their opportunities to do well.'*
 - *In terms of assessment more broadly, there were mixed opinions about the use of the level guides, with some students admitting that they did not always understand them. Some of the students talked about being disappointed when they submitted a piece of work (informed by their interpretation of the level guide) and it was returned with a lower grade than expected. Their confusion appeared to continue during the feedback session because a couple of them said that responding to feedback was tricky when they were still unsure of why they had not achieved the higher grade they had envisaged. Thus, both before and after assessment it appears a small number of students need support to interpret the document correctly. Students indicated that they also needed help to determine the difference between two consecutive levels. That said, students also admitted that they did not always engage with feedback if they had done well on the assignment and/or if the piece of work was in a subject that they did not intend on studying at GCSE.'*
 - *When reviewing these findings, it is important to acknowledge that this was one small group of students and may not reflect experiences across the year group. It should also be noted that this report is not a critique of the teachers and how they mark assessments and provide feedback. Instead, it gives interesting insight into the extent that students engage with assessment and feedback.'*
 - *It is important to highlight that students were emphatic in their praise for the Holocaust lessons and assignments that their teachers delivered. Two quotes are given to conclude this report as examples of how much this unit of work developed students' broader skills, and enabled them to recognise the importance of developing their understanding and not simply rote learning facts.'*
 - *'The Holocaust topic has not only helped us to develop our understanding of like what happened, but it's also helped us to develop our own opinion and like our knowledge of what we think, it's let us have the freedom to have an opinion.'*

- *'I think nowadays it's much more better to not have multiple choice because that's just facts, and I think these days there's no point knowing facts because if you don't know something you can just get the answer from the Internet, but [you] can't really get the detailed understanding of it from the Internet, you need to have that by yourself. I think that knowledge can be found from other sources but you need to have the understanding of it by yourself.'*
- The strengths of assessment procedures had been recognised by the UCL Centre for Holocaust Education as Mr Jones was invited to share and present to the 2016-17 cohort of Beacon School Teachers.
- Whilst the 2016 Ofsted report recommended further improvement around '*...consistently high levels of challenge, appropriate to pupils needs and abilities*', this review finds that is the case in the teaching and learning about the Holocaust, both in nature of the subject area itself, but also in the resources, lessons and activities developed by History department staff. Work scrutiny, assessment outcomes and the student voice panel powerfully evidenced challenge and progression. Likewise, whilst the 2016 Ofsted report encouraged school wide development and consistency in '*feedback to pupils about their work which gives clear guidance on how to improve*', student voice, work scrutiny and assessments revealed the History department is an area of strength within Woking Hill School in this regard. This review would identify feedback and progression as a History department strength that could be used as example of best practice for wider school improvement.
- The review would also recommend internal department and hub discussions regards the specific findings of the 2016 report by Dr Hale – insights regarding use of assessment frameworks, level guides and feedback are insightful – both in terms of the specifics of the Holocaust assessment and regards whole school improvement regards assessment and feedback. The spirit of critical friend, both celebration and developmental focus of the review process means that we can be confident that Woking High 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.
- This review looked carefully at student outcomes and found evidence of high quality substantive knowledge, based upon work scrutiny, lesson observation and student voice. Students from the current Year 9 and Year 10 cohorts could accurately use a range of technical and historical vocabulary relating to the Holocaust, the Second World War, and the rise of Hitler. They used, with facility, a range of terms (including shtetl, *Lebensraum*, 'resettlement in the East', Police Battalion 101, ghettos, camps) and concepts (such as perpetrator, bystander, complicity, propaganda and antisemitism).
- Student voice and input during the review reiterated that powerful learning about the Holocaust had undoubtedly taken place. Students could speak about their pre and post knowledge and understandings, what they were surprised or shocked by – for example, they talked of the amount

of people who had supported the Nazis rise to power, and seemingly so little open challenge. Students acknowledged the few who tried to help or speak out, and could speculate, based on a range of evidence, why others might not have resisted, or why so many were complicit. This highlights significant progress given UCL national research that revealed many students, having studied the Holocaust without their teachers taking part in the Centre's CPD programmes, could not do this.

- In the student voice panel, students showed impressive knowledge and understanding; could recognise how the lessons challenged many of their prior misconceptions; and could talk in sophisticated ways about the progress they had made in their learning. Some examples of the review's students voice panel (a mix ability and gender from both Year 9 and 10) were:
 - *'It felt like I could say what I thought and it was ok to find out that I was wrong or that it was a misconception as the lessons allowed us to understand sources and personal stories more... through them you realise some things you thought at the start weren't right, and you correct or edit your ideas... it made it really obvious that I was learning lots and progressing because I could see where I had changed my views or how the evidence pointed to something else.'*
 - *'I knew nothing beforehand really. I thought it was all about concentration camps, but that wasn't the half of it.'*
 - *'I know now that the Nazis weren't the first people to start antisemitism and before, I thought it was all Hitler's fault that people hated or were prejudiced about Jews.'*
 - *'I thought that persecution stopped when the Holocaust stopped but what happened to Leon after the war was terrible... his treatment afterwards even when back in Britain was so shocking and sad... I will always remember that.'*
 - *'I was shocked by the amount of rich information we had covered...I spoke to my Dad about our first lesson with the toy and I realised just how much I had learned...I could really see how my knowledge had layered up and I understood more and then that carried on in other lessons...Dad was really impressed as I knew more than he did...'*
 - *'It's made me think twice about some of my ideas and question if they are misconceptions or stereotypes... I was so wrong about so much in the Holocaust, maybe some of my other ideas and views could be wrong too... that's quite a lesson to learn I think.'*
 - *'The challenging generalisations essay we did at the end was really good... My mum read it and said she had all those misconceptions... we had a long talk about it and that was really good 'cos I could explain what I'd learned in class and show her why what she thought wasn't true... that was pretty cool... and made me quite proud really... because of that I am more confident and try even harder.'*

- *'I was surprised to learn the Holocaust wasn't the last genocide... things have happened since and are happening today even so it's very real and relevant to us... I feel like we really need to know what happened else we can't make sense of today.'*
- The Holocaust scheme of learning has had a major impact on student engagement in their learning. Mr Jones reported a significant percentage increase in students opting for history at GCSE. In part, he acknowledged that EBacc factors have influenced this, but both Mr Jones and Headteacher Mrs Abbott are confident that the Holocaust scheme of learning (taught at the time Year 9 make their option choices) has had a significant impact. Numbers taking GCSE history have increased from 69, to 80, to 120 over the last three years. This trend (based on options applications for current Year 9s) continues, already exceeding 130. As Mr Jones' commented *'One unexpected outcome of the Beacon School year was the increase in uptake for History at GCSE. Traditionally, the subject has proven to be one of the most popular with students, especially the most able. However, not only did we see an increase in the number of students opting to study History at GCSE, but also a difference in their 'composition'.* More students have opted for History who may have been turned off in the past due to perceived levels of challenge or difficulty. In Year 10 there are now several SEND and LPA students who may not necessarily have opted to study History in the past. When asked by teachers and members of the Centre for Holocaust education, independently, students claimed that the Holocaust SOL did significantly influence their decision'
- When asked whether there was any noticeable gain for vulnerable groups, SEN, PP, general engagement, underachieving boys, literacy, independent thinking, EAL from your T&L regards the Holocaust, or any difference in boys/girls progression or engagement during the scheme of learning, Mr Jones noted: *'Students at Woking High School consistently exhibit exemplary behaviour and therefore it is difficult to note any difference in terms of behaviour for learning. However, students of all backgrounds and abilities were thoroughly engaged in all lessons. Of particular note were those students who may not necessarily contribute orally or work well in group or whole class discussion. Due to the nature of activities and lessons, these students were much more vocal and keen to contribute. Students' respect for each other's views and beliefs was always high. There is usually very little difference between the outcomes for girls and boys within the department and the scheme highlighted excellent progress for both.'*
- Reflecting on the impact of being part of the Beacon School programme and the outcomes for young people at Woking High School, Lead Teacher Mr Jones referred to the powerful educational resources produced by UCL Centre for Holocaust Education. For example, the *Britain and the Holocaust* lesson materials engaged a group of Year 9 students to an unusual degree. One student from a troubled and challenging background – with low prior attainment and lack of interest in History – had been so interested in the Holocaust scheme of learning that she was chosen to be part of the piloting of these lesson materials and was thrilled to access the session and trial the new materials.
- Many students throughout the Quality Mark review process spoke about 'enjoying the Holocaust', but then corrected themselves in some way as felt 'enjoy' wasn't the right word. Their awareness of

the power and appropriateness of language was significant. Equally staff reported that a culture and pride in Holocaust education at the school was emerging as word spread of the History scheme of work. Students in lower years are now asking 'When do we do the Holocaust?' Likewise, Mr Bacon reported parents asking about it during parents' evenings, as something their son or daughter was interested in or looking forward to.

Potential areas for future development:

- There is clear and advanced thinking of linking the History scheme of learning to other subjects across Woking High School and a desire to pursue possibilities in the short, medium and longer term. It will be interesting to see how these opportunities build and develop.
- Students' 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 – what words, terms and euphemisms do we use? Similarly, this may relate to decisions and discussions regards imagery/ what sources or provenance they have, and why such questions matter?
- 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?

*See also Mr Jones' SWOT analysis.

4. The personal development (PD)/wellbeing, behaviour and safety of students

- This report concurs with Ofsted 2016 report which notes that *'Citizenship education for all, led by tutors, is valued by pupils as a way of exploring the values of democracy, the rule of law and individual liberty'*. Holocaust education has supplemented this aspect of the holistic curriculum at Woking High School in many ways, recognised by the Headteacher, middle leader and students alike.
- Woking High School staff acknowledge the role Beacon School status can and does play in students' personal development, behaviour and the schools' welfare priorities; specifically, in terms of promoting a safe, tolerant and positive learning culture, where growth mindset/resilience and positive psychology approaches are maximised.
- Mr Jones writes in the scheme of learning overall rationale that: *'The school ethos is one which embraces inclusion, equality, nurture, praise and the expectations of the highest standards in all aspects of school life. We offer an exceptional holistic education and provide each student with the opportunity to succeed in an inspiring and academically challenging environment. We are always striving to celebrate our harmonious community and provide the highest quality teaching and learning. The Holocaust project provides a real focus for both staff and students and resonates with our school ethos. It enables students, especially Year 9, to think, write and question in a challenging, academic and 'human' way about the Holocaust. Students and staff are deeply thoughtful both in class and in training sessions, challenging their own preconceptions, misconceptions and misunderstandings about the Holocaust and do so in a positive, reflective and supportive environment. Additionally the more detailed focus on the Holocaust SoL and time spent on the topic compliments our multicultural, multi ethnic, multi faith community.'*
- Woking High School recognises and highly values the deeply spiritual, moral, social and cultural (SMSC) opportunities within Holocaust education. SMSC provision is 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. The conversations with both teachers and students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to Woking High School's development of reflective, thoughtful, mature, responsible and considerate students/adults *'able to leave as good citizens equipped for life'*. One teacher commented that that being a Beacon School had *'highlighted SMSC and shown colleagues we are all responsible for educating the whole child'*.
- Learners at Woking High School 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 Woking High School and rightly this dimension is a source of great pride; personal development is highly valued.

- Mrs Abbott and her staff, including Mr Jones, clearly recognise educational achievement and outcomes for learners are both cognitive and affective; indeed, the latter is especially important given a wide range of learners' needs, experience and local context. Both consider the holistic contribution of Holocaust education to their learners' experience at Woking High School 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 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.

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, Woking High School recognise the necessity to encourage and develop critical and independent thinking to prevent radicalisation, denial, and 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 considerable contribution to these enriching and vital opportunities in which the Woking High School learners engage.

- Given the vulnerable nature of some learners in an 'alternative facts/fake 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. It is key to safeguarding, as well as to students' ability to engage in the world of work; not be at risk (in any sense); and to 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. Woking High School'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.
- One teacher during the Quality Mark process spoke of a female student who had demonstrably seen impact of the Holocaust module on school behaviour, attitude and work ethic. The student's attitude to learning and behaviour around school had significantly improved following study of the Holocaust scheme of work, and she commented that *'...the Holocaust made me really think about my own attitudes... it made me think I should make the most of chances, kinda about being a bit nicer.'*
- Emotional intelligence and literacy is recognised as important by SMT and middle leaders – and students too. Woking High School understand that learning about events such as the Holocaust can be profoundly disturbing. The Beacon School programme is credited by middle leaders as

supporting young people as they deal with powerful and sometimes disorientating feelings, helping them to express themselves and to develop their emotional literacy.

- Both the Headteacher and staff who were interviewed, independently during the review visit, reported that antisemitism was '*not an issue*'. There have not been any instances of antisemitic speech, nor had the school or history department had any parental concerns or complaints regarding the teaching of the Holocaust in school.
- One tutor reported: '*Several parents feel there was a change in their son/daughter's attitude and willingness to engage and learn*' following the Holocaust work. Another tutor referenced a parent speaking about the fact their son/daughter was coming home talking about their Holocaust lessons and the case studies in a way they haven't before. One parent, commenting it was the only time their child was willing to talk about things happening in school, recognised this as a significant '*change*'.

Potential further development

- Woking High School's UCL Holocaust Beacon School status was noted in the 2016 Ofsted report as evidence of the highly effective promotion of equality of opportunity and excellent SMSC provision. The 2015-16 School Development Plan speaks of leadership and managements desire to seek further opportunities to promote students SMSC development; it speaks specifically of promoting British Values, the importance of Character Education, Human Rights Education and Holocaust Education and its Beacon School status. To what extent might the UCL Britain and the Holocaust lesson, piloted at Woking High School, and Holocaust education prove a useful contributor to exploring further issues of fundamental British Values?

*See also Mr Jones' SWOT analysis.

5. Leadership and management

- Ofsted's mention of Holocaust education in their 2016 report demonstrates how valued it was by senior leaders, teachers and students alike, and this remains the case at Woking High School.
- It is noteworthy that the Headteacher, Mrs Jane Abbott, is the named SLT link for the school's involvement in the Beacon School programme. This indicates clear support for the programme and has ensured the lead teacher is supported. Senior leaders '*set the tone*' and can '*make the weather*' for their schools, so with such strong and visible leadership in place, the UCL Beacon School programme enjoys considerable recognition and support. Coming from a history background herself, this Headteacher values Holocaust education from a discrete disciplinary perspective, it is clear that Mrs Abbott also recognises its wider contribution, whether in terms of SMSC and other whole school priorities, or in terms of school improvement.
- In the 2015-16 Beacon School application, Mrs Abbott wrote why she was supporting the application and what she hoped the school would gain from the programme:
 - '*Woking High School and its partner schools will gain enormously from attaining Beacon status as it will further emphasize the importance of Holocaust education in our very inclusive school. It will allow us to explore the lessons to be learned today from this historical event. In order to highlight this work, it will be included as a key part of our SMSC focus in our School Development Plan. As a Beacon school in Holocaust education, it will provide opportunities to share our existing good practice, develop a holistic approach to the teaching of the Holocaust across the curriculum and provide a platform to further develop our focus on this critical area of education so that future generations learn of the Holocaust, ensure that this cataclysmic event will never be forgotten and prepare the next generation to be guardians of our humanity.*'
- During the review process, Mrs Abbott outlined the impact of UCL Holocaust Beacon School status at Woking High School in terms of three strands:
 1. Developing the subject, nature and discipline of History

During the SLT meeting, Mrs Abbott stated her personal curriculum link as a History teacher. She supported the Beacon School application as she wanted to '...celebrate and share the work of the hugely successful History department...by seeing them take on that Beacon status.' Throughout the meeting she went on to explain:

 - 'As teachers we understand the importance of teaching key issues like the Holocaust,' and Mrs Abbott made it clear that she believed that both her own staff, and citizens more generally, 'need to have an appreciation of the past, these issues and their impact on the present... 'The centrality of the Holocaust is such a crucial part of an understanding of modern History... Everyone should learn about it.'

- Noting the wider benefits of the programme to History in the curriculum: 'Beacon School status has celebrated History... it has given it enhanced status and recognition both inside and outside of the school... It's enabled us to improve our scheme of learning... and that in turn has helped other planning and parts of the curriculum... the Holocaust module seems to have significantly increased GCSE History numbers.'

2. SMSC, PSHE, citizenship, well-being and wider government agendas

Mrs Abbott stated her commitment to Holocaust education in terms of what its impact was/could, or should be, in holistic, well-being or developmental terms as well as the relevance of such a study of the past for young people.

- She noted the relevance of Holocaust education in multi-cultural and diverse communities and its importance for 'reflecting on how we treat people in society today' and that it 'plays a part in our fostering and sustaining a harmonious atmosphere.'
- In terms of PSHE and behaviour, Mrs Abbott said, 'Holocaust education helps reinforce issues of not standing by... it helps us celebrate and identify opportunities for community cohesion, exploring British values... Students are more accepting.'

3. CPD and whole school improvement

Mrs Abbott and her senior staff and middle leaders are committed to school improvement and recognise high quality CPD, such as that arising from the UCL Beacon School programme, as key.

- 'We have the CPD mark and have Investors in People... professional development is important to us... It's important to us to invest in our staff and thereby the outcomes and opportunities for our students.'
- With 2016 Ofsted alluding to the issue of consistent 'stretch and challenge', Mrs Abbott recognised that 'the UCL CPD and its focus on questioning, enquiring minds and independent thinking has been hugely powerful.'
- Mrs Abbott regards the Quality Mark as a method of driving and affirming school improvement. She referenced the 'Being Human?' and 'Authentic encounters' CPD sessions as having broader teaching and learning application than simply within History and the study of the Holocaust. Mrs Abbott regards this as 'broadening the reach and relevance within school' and a 'reason why headteachers and senior leaders should consider applying for Beacon School status.'
- Links with other schools has also been a positive outcome from Beacon School status – including new schools that Woking High School has not previously engaged or worked with.

In Beacon School lead teacher, Mr Jones, Woking High School has a gifted practitioner, a developing middle leader who is supporting and driving improvement across the school as well as ensuring quality provision in

Holocaust education. Mr Jones outlined in his application to UCL what he hoped he would achieve and gain as Lead Teacher for the Beacon School Programme at Woking High School. He stated:

- *'I hope to encourage a more holistic approach to the teaching of the Holocaust across the school's curriculum. It is an area of study that my department already feels is the most significant for History and I would hope to ensure that all staff are made aware of its relevance and importance today. This will be done through close collaboration with Heads of Department ensuring that different pedagogical approaches are embedded within and across their departments. It will also afford an opportunity to tap into the wealth of research and resources that have been carried out, particularly following the Centre's national study. The new teaching and learning materials as well as different assessment frameworks can then be put to best use in a variety of subject areas. I would also hope to be able to continue my close association with other secondary Heads of History in Surrey to share effective classroom and whole school strategies and assessment opportunities.'*

The outcome of this review visit speaks to much of Mr Jones' effort and ambition, the support he has received from SLT and the engagement of his department colleagues. He is a middle leader who believes in open and reflective practice, sharing with others, fostering collegiality and improvement. The resulting outcomes for students in Holocaust education at Woking High School are thanks in large measure to his passion, commitment and leadership.

Mr Jones, in his Lead Teacher review meeting, specifically acknowledged the impact of 'Authentic Encounters', 'Being Human?' and UCL pedagogy on the development of teaching and learning within the History Department, saying that they had 'used the questioning strategies to develop students' skills to challenge and debate sources, each other, the issues and concepts around the history... it's enabled us to focus on significance and causation and higher order thinking.'

The Holocaust is now taking a bigger place in Woking High School curriculum – because of the CPD, RE and English have become more involved and are looking to forge new opportunities and collaboration.

- Mr Jones notes in the scheme of learning that RE, English and Citizenship have got involved with the Beacon School project: *'As seen through the whole school audit, RE & English currently teach aspects of the Holocaust and are very keen to improve provision. The head of Citizenship is keen to pilot work related to the Holocaust in at least one year group's programme of study. All three HODs attended the CPD event, Unpacking the Holocaust and have learnt a great deal from the experience, which they are keen to incorporate into lessons.'*
- When asked to explain how these subjects hang together, Mr Jones' responded: *'Students arrive to all history lessons with preconceptions and generalisations. When encountering potentially controversial areas of History (Slavery, Crusades, Holocaust) we have always felt it extremely important to enable students through historical enquiry and evidential research to address misconceptions. Each lesson links very closely to the main objective of challenging misconceptions. During the summer term, subject leaders of History, English, RE and*

Citizenship will meet to develop new SoL for their subjects. Ensuring consistency will be key. A decision has already been made to teach aspects of the Holocaust in these subjects after it has been covered in History, ensuring students have substantive knowledge which will allow them to contextualise lessons and activities.'

Succession planning is in place and confirmed independently by both Mr Jones and Mrs Abbott. There is a clear vision from the Headteacher about recruitment expectations to replace Mr Jones should he leave the school. Within the department there is a commitment to train and develop further around Holocaust education, so there could be internal applicants should need arise.

- This review agrees with most recent Ofsted (2016), 'The inspirational Headteacher, school leaders and governors have a clear vision for the school that promotes the achievement of every pupil' both academic and holistic.
- Ofsted judged the effectiveness of leadership and management at Woking Hill School to be outstanding; this review concurs. In the context of Holocaust education and the Beacon School programme, Headteacher Mrs Abbott (the named Beacon School SLT link), and Lead Teacher, Mr Jones, have '...a good understanding of what is going well...and what needs to be even better.'
- Mr Jones is a highly accomplished teacher, passionate Head of History and inspiring advocate for Holocaust education. He is among those Woking High School middle leaders who Ofsted recognised as 'enthusiastic and effective in developing teaching and learning in their subject areas.' More than that, Mr Jones, in his multiple roles as Head of History and School Improvement Leader, leads the school's Teaching and Learning group. Furthermore, he is responsible for delivering CPD to Woking High School's second year teachers through its NQT+1 programme. Like other middle leaders at Woking High Mr Jones has been invested in, becoming confident, equipped and backed by SLT to ensure subject courses are very well matched to pupils' interests and abilities and that they can drive and shape ongoing school improvement.
- The school's internal training programme is, as Ofsted noted in 2016, '*...well targeted to meet the school's priorities for improvement. The teaching and learning hub brings together groups of teachers to inspire each other, share best practice and identify teaching that is less effective. This has led to bespoke coaching which has helped to improve the quality of teaching*'. Beacon School status has contributed to this as Mr Jones has used the UCL pedagogy, particularly that drawn from Darius Jackson's London residential session, in his role as a school improvement leader and head of the teaching and learning assessment team. This pedagogy was used in a presentation at a two-day conference with Ofsted Challenge, which focused on differentiation across a range of practice. Internally, Mr Jones successfully led an internal session at Woking High School on questioning – inspired by the 'Authentic Encounters' and 'Being Human?' sessions from UCL. These resources were used for whole staff CPD as a 'way to develop staff questioning skills as to challenge and encourage debate'.

Mr Jones and other staff interviewed throughout the review process explained the benefit of the new scheme of learning and UCL pedagogy as 'Many of the pedagogical approaches that are developed through the project, will be shared across the school':

1. *The Teaching, Learning & Assessment Hub deliver practical strategies and approaches to ALL teachers at INSET, Learning Forums and Teachmeet. The focus upon differentiation in the autumn term will use many of the pedagogical insights developed here. A new differentiation handbook has been produced, using some of the activities and strategies seen here. Also an immersion handbook (revision) taps into some of these approaches.*
2. *The new SoL will be used as a template for the new post 2016 schemes that are in development – based upon the new NC, new assessment frameworks and clearer focus upon 'mastery'.*

As mentioned elsewhere in the SoL, some of the biggest impact will be based around SMSC and our whole school ethos – promotion of equality of opportunity, diversity, respect for all faiths, cultures, backgrounds and lifestyles.'

- Ofsted 2016 noted that Woking High School's 'governing body makes a highly effective contribution to the overall leadership of the school. Governors are aware of the school's strengths and areas that could be improved.'
This review wonders if there is a further opportunity for development and engagement with regards to Holocaust education; is or could there be a link governor? They should be aware of this area of growing specialism. Is there an opportunity for Mr Jones to feedback, brief or update the governing body on the excellent work undertaken in this area?
- This review regards the effectiveness of leadership and management concerning Holocaust education at Woking High School to be outstanding. Headteacher Mrs Abbott, and her senior and middle leaders have created a culture in which every child, regardless of their background, can achieve the highest possible standards within a well-disciplined environment. The range of review meetings finds leaders are unyielding in their desire for pupils to have the best possible education and life chances and determination for school improvement.
- Woking High School 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 Mr Jones, 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 within the History department – Mr Bacon, Mr Craib and Mrs Thomas – and across the school, who have embraced the Beacon School programme and adopted the scheme of work or pedagogy. Together these leaders have taken the Woking High School on the 'Beacon School journey' – it is an immense team effort, of which all should be proud.

- This is a very forward looking school, whose commendable and empowering vision for its learners, is led from the top, but embodied in the schools' ethos, character, identity and values. That comes from the Headteacher, Mrs Abbott, down. She and her senior leadership colleagues and middle leaders recognise the important contribution Holocaust education can make to school life, as evidenced by a very thorough and innovative school development plan.
- The 2015-16 school development plan is effective and driven by a commitment to quality provision and outcomes. It evaluates all aspects of Woking High School, but features prominently the contribution and areas of development for its Beacon School status. Woking High School '*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 meetings was reflective and developmental in nature. Throughout the review process accuracy in self-evaluation was borne out in work scrutiny, confirmed by student voice, corroborated by staff independently– and this is as much reflected in their comments regards impact and experience of Holocaust education and its Beacon School status as it was wider educational issues. Self-evaluation at SLT level and personal professional reflective practice is – in the judgement of this reviewer – a Woking High School strength. All this adds to the culture and climate of continual and shared 'learning' among teachers and students alike. So, whilst rightly proud of the Holocaust education achievements to date, there is no complacency, and an ongoing commitment to further development, refinement, innovation and exploring opportunities.
- This review confirms that substantial leadership team commitment to UCL Beacon School status and acknowledges that the success of the programme and Mr Jones' passionate driving forward of the project would not otherwise be possible.
- Woking High School'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.
- Woking High School senior and middle leaders are rightly proud of the work and progress undertaken to date regards 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 and staff across the school, during the review visit. Students know their school is a Beacon School for Holocaust education and can articulate its importance in ways that reflected both sound historical, substantive knowledge but also the character and civic values of the school. Several students spoke about questioning how it could happen, the dignity of the human person, what it meant for them as people, its relevance today regards 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.

- Mr Jones, as Lead Teacher, has been mentored by the UCL Centre for Holocaust Education's Tom Haward. It is clear his passion and enthusiasm for his subject specific teaching and learning focus has driven this project – and yet, the success of this Woking High School review is to be found in his ability to ensure senior leadership support and galvanising a spirit of collegiality and community among his faculty and colleagues for the Beacon School shared endeavour. People have become immersed in the work, empowered by the CPD that Mr Jones and UCL have provided. Teachers have used the stimulus and guidance Mr Jones 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.
- Whilst Mr Jones 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, he was the first to acknowledge the role of his History department colleagues. Mr Bacon, Mr Craib and Mrs Thomas have embraced the challenge, trialled lessons and ideas with a spirit of openness and constructive feedback, and together the department has fashioned a quality scheme of work and learning that continues to be further refined. Likewise, Mr Jones acknowledged that senior leaders had facilitated and supported that, enabled and empowered him to lead. There was a prevailing feeling that Woking High School recognised the department's 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 future CPD opportunities.
- Mr Jones' UCL mentor, Tom Haward commented:
'As the Beacon School mentor of Matthew Jones from 2015-16 I found him an excellent colleague to work with. As Head of History at Woking High School he had built an impressive, collegiate department, of which he was very encouraging and supportive. During my mentor visit I had the privilege of seeing one of his department teach a lesson about the Holocaust that used a thoughtful, innovative approach to assessment, as well as a newer member of staff who was teaching 'Being Human?'
Two factors stand out in his approach to teaching about the Holocaust and embedding his Holocaust Scheme of Work in the school.
Firstly, was his openness and ability to reflect. Not only was he happy for me to watch different teachers, with different levels of expertise, teaching the Scheme of Work, but also being very open to the strengths and areas of development for the Scheme of Work, informed by an understanding of what would work within the school context. Matt was also very kind in allowing me to visit for the day to pilot a new 'British Responses to the Holocaust' lesson. The students were a great testament to the school, and the feedback that both they and Matt personally gave was invaluable in developing the resource.
Secondly, the other factor that has enhanced the impact Matt is having in the school is the support of his Headteacher, Jane Abbott. In my two visits, she made time for me and showed a real interest in the work Matt was doing and the impact it was having in the school. As a result, the teaching of the Holocaust had become an important feature of the School Improvement Plan, something that

was reaching beyond the classroom and into other areas of the school. It has been a pleasure working with Matt, and I hope the collaboration continues.'

- The success of Holocaust education provision at Woking High School is testimony to the best in respectful working relationships and meaningful communication between SLT and middle leaders.
- There is a justifiable pride in belonging to and being part of Woking High School - both from students and staff. This was palpable with regards to Beacon School status from senior and subject leaders. Beacon School status has been a priority, is a recognised award among the school community and is respected by students. There is a clear commitment to developing this status at Woking High School and among their growing and much valued networks and partnerships.

*See also Mr Jones' SWOT analysis.

6. Commitment to CPD and networks

- CPD – whether internal or externally provided – is highly valued at Woking High School, in terms of ongoing school improvement, a teacher's appraisal right to developmental growth and investment, but also key to recruitment and retention.
- Facilitation and access to specialist Holocaust education CPD was already significant, prior to Woking High School becoming a UCL Beacon School. The 2015-16 Beacon School application stated an impressive commitment to ongoing professional development and support – especially regards Holocaust education: for example, at least 10 Woking High School staff have participated in the Holocaust Education Trust's *Lessons from Auschwitz* project, including the Headteacher, History, RE and Geography colleagues. Prospective lead teacher, Mr Jones, had attended a UCL twilight, and acceptance onto the programme was contingent on his attending the UCL full CPD day.
- Mr Jones has flourished as Beacon School Lead Teacher and provided CPD opportunities, in conjunction with UCL, both internally and externally – thanks to significant SLT support.
- Woking High School ran a popular and hugely successful CPD in partnership with UCL. 25 teachers attended from at least 10 schools. Despite a well-attended and impactful CPD day, Mr Jones described it as '*disappointing*' as he had well publicised and networked the opportunity, and many teachers expressed real interest and genuine desire to attend, especially department heads in surrounding schools and in Woking High's existing networks, but could not secure cover or release from their respective school CPD gatekeepers. That 25 teachers attended despite a national educational backdrop of significant funding and budget concerns, recruitment and retention issues and cover issues, speaks volumes. Mr Jones and Woking High ran a hugely successful CPD day and have subsequently done all they could to further networks, and to share their scheme of learning with others.
- As noted previously, Ofsted in 2016 reported that '*The school's training programme is well targeted to meet the school's priorities for improvement. The teaching and learning hub brings together groups of teachers to inspire each other, share best practice and identify teaching that is less effective. This has led to bespoke coaching which has helped to improve the quality of teaching*'. Woking High School's Beacon School status, and its bespoke training has further contributed to this internal, school-wide programme of improvement through departmental time for development in History, the internal Hubs for teaching, learning and assessment, twilight provision and access to the Centre's pathway of continued professional development
- Mr Jones identified in his SWOT analysis a strength of the Beacon School year being the '*collegiate spirit across the department*' – this came about as a direct result of the internal Line Management departmental review week which comprised learning walks, work scrutiny, unannounced lesson observations and data trawl. The resulting internal report commented upon the togetherness and focus of the History team. This was in part contributable to the Beacon School programme in that senior leadership had facilitated a History department off timetable development day. SLT were

'happy to support' such a request. Mr Jones acknowledges '...rarely do we get that chance as a department to think through our own pedagogy and development'. 'It's given as a real sense of being "in it together"'. 'It's made us more open and honest, reflective of our strengths and weaknesses – not just around our Holocaust education work – it's given us innovation and sharing...it's provided the best possible foundation for ongoing internal CPD.'

- Staff completion of the UCL MA online module: The Holocaust in the Curriculum (with more applying for 2017) is indicative of the school's commitment to enhancing substantive subject knowledge, pedagogy, academic developments and research-informed practice.
- 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 school and wider teaching and learning community, is exceptional. It demonstrates the importance Woking High School affords the subject matter and what can be achieved; it speaks to the broader educational and civic mission statement.
- Woking High School teacher feedback during the review visit regards their experience of UCL Centre for Holocaust Education full-day CPD came from colleagues from Religious education, History, Latin and Citizenship. Each teacher had a very different level of experience in schools; several had whole school or leadership responsibilities. Comments about impact of the CPD provided as part of the UCL Beacon School programme included:
 - *'It's given me tools to scaffold and facilitate learning more...and it works as I've been astounded by the maturity and insight the students have had in their assessments.'*
 - *'I know my subject knowledge has improved about the Holocaust but it's not just that that made the CPD so valuable. It's the stuff its done for my teaching practice... as teachers I think we tend to oversimplify at KS3... and spoon feed at GCSE perhaps... but now I feel like I am not just telling them stuff I am responding to their questions, facilitating the learning... I think that's made a massive difference as I am not filtering or editing the history to make it palatable or simple or neat, instead I am getting them thinking.'*
 - *'The day really challenged my own misconceptions...I considered myself to have a reasonable lay person's understanding of the Holocaust, after all it's everywhere in society... but really I knew very little... and lots of what I assumed I knew was wrong, a cliché.'*
 - *'I teach differently because of that UCL Holocaust training'.*
 - *'Beacon School status makes you aspire to teach the Holocaust well, so I know I am more consciously reflecting on my practise so as improve and.... I think that can't do anything but make you a better teacher generally.'*

- *'My own background knowledge has significantly improved... and more than that my confidence to ask better questions and in answering questions and better being able to respond to student inquiry has been noticeable I think.'*
 - *'I'm really confident and conscious now not to over simplify it.'*
 - *'I learned a huge amount... I considered myself well informed... so approached the CPD, I'm ashamed to say, with quite a defensive attitude about what I would learn or gain, assuming I knew what I needed to know... I think as teachers we can get a bit defensive too about difficult and challenging issues and having to confront the Holocaust is grim...but it was so, so powerful a day'.*
 - *'I found it quite radical... especially the timeline activity and definition... I'd wanted a more inclusive and embracing definition, but it has really challenged me to reflect and to think.'*
 - *'Extraordinarily good.'*
 - *'The resources are just excellent... you can use them as are or adapt and apply in multiple settings or contexts, so I use some for social injustice, good and evil...'*
 - *'It triggered so many light bulb moments on the day for me... and since, but you also see that in the students.'*
- Both Mr Jones and Mrs Abbott are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2017-2021. Dates are to be calendared annually by Mr Jones and the senior leadership team, in liaison with UCL Centres' Emma O'Brien. This will enable more Woking High School teachers access to specialist provision – which can only support quality Holocaust education provision and consolidate school improvement – whilst also enabling network opportunities and sharing of best practice. In addition, the range of UCL twilights now on offer could also be of interest to colleagues at Woking High School and among local/regional partner schools.
 - Mr Jones said *'The reasons for applying for Quality Mark accreditation were twofold. On one level, we wanted the work during our Beacon School Status year to be recognised, celebrated and shared. More importantly still we are committed to embedding the ethos and approach to pedagogy fostered by UCL and therefore seized the opportunity to pursue the Quality Mark process.'*
 - Asked afterwards how he and his colleagues, and students at Woking High School has found the whole Quality Mark experience, Mr Jones said: *'UCL requested thorough pre-visit evidence and data, quite rightly, as we were seeking to secure a highly-valued accreditation. The day itself allowed a wide range of further evidence to be gathered from staff and students. It presented opportunities for self-reflection and highlighted areas for further development as we move forward*

with our commitment to Holocaust education. We would thoroughly recommend current Beacon Schools consider the Quality Mark application.'

So much quality and commendable work has been achieved to date, but can be developed and built upon in the future to the benefit of Woking High School learners, teachers, UCL and other partners.

*See also Mr Jones' SWOT analysis.

Phase 4: Summary reflections of quality mark visit

Because of these activities the reviewer would like to report

What Went Well:

- Pupil engagement in Holocaust education is highly impressive. The quality of teaching and learning, and the 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. Beacon School status plays a crucial part in securing excellent SMSC provision.
- Strong and supportive leadership from the Headteacher Mrs Abbott, through SLT and Mr Jones as Lead Teacher has been critical – they are very positive, supportive, and convinced of the importance of Beacon School status; committed to high quality Holocaust education provision; and have given it the developmental and curriculum time necessary, including staff access to UCL Centre for Holocaust Education CPD.
- It is rare to see such outstanding leadership articulate the potential and need for Holocaust education so powerfully. The trust between SLT and middle leadership is obvious and communication and support outstanding. Whilst Mr Jones has worked tirelessly since 2015 and made the changes and developed this work across the school, he is first to acknowledge this has been achieved on the back of SLT support: they set the tone in backing the Beacon School programme application and that is what makes the programme a success and so impactful. They have made the status meaningful and not superficial; they have understood the educational benefits and the moral imperative and recognised its contribution to school improvement, staff development and student outcomes. Together Mr Jones, his History colleague's passion and SLT commitment have enthused the whole staff and they have worked as a team to embed Holocaust education as something meaningful and impactful across the school.
- The status and successful re-designation as a Beacon School can be seen as part of Woking High School's approach to ensuring quality outcomes and experiences for all its learners.
- Beacon School status has stimulated the Academy and been a catalyst for '*coming together*' and sharing best practice, resources and investment in teacher development, with wide ranging CPD opportunities, shared focus and experience; the outstanding Holocaust education outcomes and experiences for learners are because of a 'team' and 'collegiate effort'.
- Woking High School have found their Beacon School to be important of itself, but recognised its opportunities to serve other whole school, educational policy agendas: SMSC, Global Learning, FBV, citizenship, healthy schools and Prevent. Together this work serves to enhance and enrich the students' personalised curriculum, sense of self, personal development, well-being and safety.
- Woking High School's Beacon School work undoubtedly contributes to developing learners' emotional literacy.

- Students and staff are interested, motivated and enthused by the approach and the subject matter.
- Assessment of the scheme of work is demonstrating progress and supports teaching and learning about the Holocaust.
- 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.
- 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.
- 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. In Mr Jones, Woking High School have a highly experienced and gifted practitioner of Holocaust education. Thanks to his engagement with the UCL Centre for Holocaust education CPD, the Beacon School London residential and Poland study visit he has a secure and rich range of strategies and materials to draw upon and he deploys and demonstrates that in the classroom and among his team. He 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?
- 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.

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 further substantive knowledge, confidence, skills and reflective practice, consider application for FREE MA 'Holocaust and the Curriculum' module for colleagues within Woking High School who have engaged in UCL Centre for Holocaust Education CPD opportunities.
- Consider developing a benchmark for students' substantive knowledge and understanding (short pre-and post survey: 10 questions in History, or within a series of lessons 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 Woking High School. 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 (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?
- Equally, an attitudinal survey or use of student voice could powerfully speak to the broader contribution of Holocaust education at Woking High School and the impact on well-being, behaviour and safeguarding agendas (Prevent, SMSC, FBV and such).
- The 2015-16 School Development Plan speaks of Holocaust education as an important key performance indicator for school improvement. It also states clearly that there is a '*... continue to develop*' attitude towards Holocaust education but there was no evidence presented of the 2016-2017 school development plan doing this. In discussion with SLT and the Lead Teacher this was clearly an ongoing area of discussion and there was an openness and desire to expand and enhance Holocaust education provision and opportunity. Considering this, the review suggests Beacon School status is secured as a priority moving forward in Woking High School Development Plan beyond 2017 – protect the development and reflection time; embed and share best practice as indicated during visit.
- Conduct a second Holocaust education audit across the school since the Beacon School year. Where have other departments used Holocaust case studies, explored texts with a Holocaust contextual background or focus, whether as individual lessons or as wider schemes of learning? Where are the opportunities for collaboration, restructuring or for a mapping of provision and furthering your thinking regards a spiral curriculum?
- Likewise, such an audit could contribute to the 2015-16 School Development aim to 'continue to audit, measure and improve the provision of cross curricular strands within teaching: Literacy, numeracy and debating skills. PSHE, Citizenship and Careers education. Teaching strategies acquired through Holocaust Education.' How might you audit provision and measure impact? How might this help explore the link between Holocaust education and pupil wellbeing discussions had throughout the review process? Consider the insights student voice can offer

regards impact and relevance of Holocaust education, not just in terms of substantive knowledge but the contribution it makes to their personal development – they are your best evidence! Similarly, regards teaching strategies acquired through Holocaust education, evidence could be garnered from staff discussion and reflection (as in the review meeting of those who had participated in the UCL CPD) and to share that via your hub and internal whole school CPD.

- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust within your professional development calendar. Consider 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 Woking High School, or hosted by you for local and regional partners. Liaise with Centre's Emma O'Brien for 2017-18 dates or opportunities, likewise for twilight opportunities.
- 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/recognition at the appraisal meeting and review. Is there an emerging role for Lead Teacher across the region regards History/Holocaust education?
- Challenge: students and staff report that Beacon School status had enhanced student challenge and that this was embraced. Students spoke of need to '*rise to the challenge*' of the Holocaust's complexity. Here is an opportunity to perhaps further develop and embed challenge across the school in innovative ways that engage rather than turn off learners (help to build resilience, growth mindset, F.A.I.L [first attempt in learning] approaches across the school)?
- Consider succession planning. Beacon school status resides with the school, not the lead teacher, so it is essential to ensure that the principles and opportunities are shared widely to ensure, should Mr Jones leave, Woking High School will have a group or individual ready to step up and continue this work. Being mindful of all schools' risk in changes to personnel (national issues regarding recruitment and retention) could be crucial to sustaining and further developing the outstanding Holocaust education provision and opportunity.
- 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)?



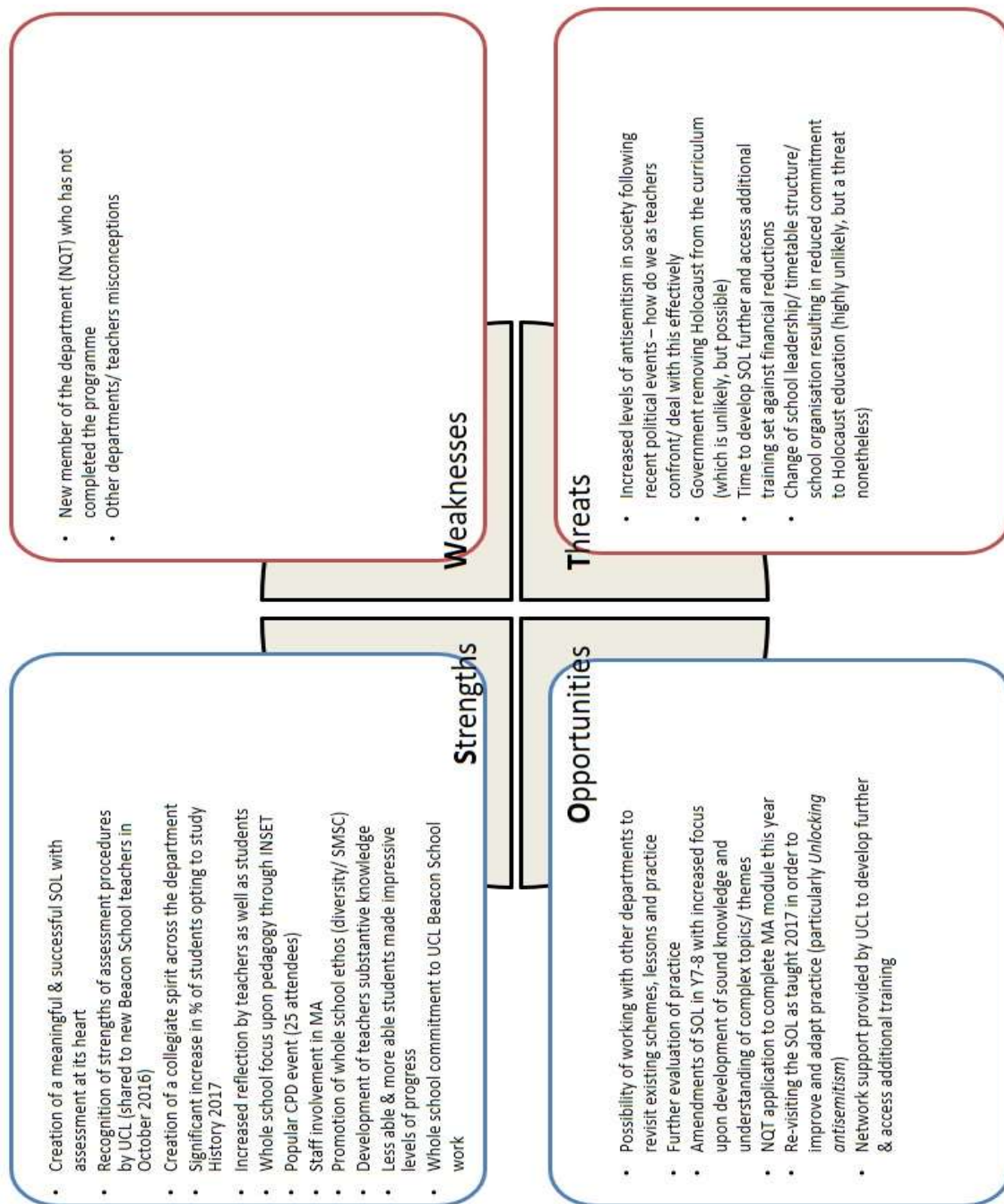
If not yet Beacon School ready and accreditation was not yet possible, the following agreed actions are suggested to improve provision/outcomes:

Not applicable as Woking High School achieved full accreditation.

*See EBIs for suggested areas of ongoing development.



SWOT analysis: Completed by Matthew Jones, Woking High School 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 Woking High School designation as a UCL Beacon School for Holocaust education from 2017-2021.

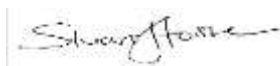
*Renewal of Beacon School status can be again sought within the 2020-2021 academic year. A calendared visit should be arranged to coincide with the teaching of the Holocaust Scheme of Work.

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

Comment: Wow! The student voice panel alone testified to your excellent, and evolving specialism in Holocaust Education. The provision for and quality teaching and learning about the Holocaust at Woking High School is hugely impressive. This Quality Mark is richly deserved recognition of your commitment to, innovation within Holocaust teaching and learning being supported by SLT. All this being driven by a passionate and gifted middle leader ensuring the pedagogy is shared to support school improvement and in a spirit of openness to support other schools.

Date: 8 March 2017**Programme Director:** Paul Salmons**Programme Director's signature:**


Comment: We are delighted to award Woking High School with the UCL Centre for Holocaust Education 'Quality Mark' and re-designate your Beacon School status for a further three years. We congratulate Mr Jones, Mrs Abbott, 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. We value this opportunity to continue our partnership with you and relish working with your network to ensure quality provision and experience of Holocaust education for all learners. We will be keen to hear more of the action points, opportunities and impact of this Beacon School work and look forward to the next three years.

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



Appendix 1:**UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation/Learning Walk****Date:** 02/03/2017**LO/LW of:** Marc Craib (Year 9 class)**at:** Woking High School**LO/LW by:** Nicola Wetherall

A full data pack and annotated seating plan was provided for a mixed ability YR9 History Class observation on day of review. The class CAT scores ranged from 80-137. 28 students were in the class. Of those 28 students, 3 had identified SEND needs (autism, speech and language, social and emotional), 7 were recognised EAL, with range of competence and confidence, 5 were PP and 5 classified as most able. At time of review visit, 12/28 students were identified as already achieving their end of KS3 history target. 2/28 students were recognised as on their KS3 history target and 14/28 were yet to achieve their end of KS3 history target. The lesson for observation was lesson 7, in the series of 9-12 outlined in the scheme of work/scheme of learning, 'Being human?'

Observers lesson commentary, questions, observations, markers:

- Teacher welcome – at door and in classroom itself – reassured students they were in right place, date, title, aims and objectives on the board, sense of urgency and expectation to settle and start the learning quickly.
- As observation and lesson progressed, increasingly effective use of praise, encouragement, thanking and acknowledging of ideas/contributions– positive atmosphere of learning, everyone involved and contributing.
- Stated lesson title and objectives: In so doing students turned to front of books, date, title – clear literacy verbal cues and reminders - capital letters, underlining, question marks. *Being Human?* Such prompts added pace and urgency to the students completing the simple administrative task, but reinforced literacy conventions and expectations in presentation.
- Given observed teacher is NQT and the number of visiting observers in room, unsurprising that start of lesson teacher was nervous/flustered. This did impact on initial clarity of instruction – regards the division of the page, and the task to apply keywords, names, examples to the boxes. Students were willing for the teacher, and keen to do the activity, but there was an initial sense of there being unsure as to what was required – it needed clarity of instruction or some modelling to set students off. Once students hooked into what was required, quick progress was made.
- Teacher has sound subject knowledge, enthusiasm for the subject and was confident with the UCL Centre for Holocaust resource/materials for 'Being Human?' – this confidence grew as the lesson and observation progressed – particularly in questioning and in engagement with individual pupils or small groups.

- Distributes personal stories to each student – they read individually or in pairs for those requiring support. Mr Craib also targets working 1:1 with those identified on his 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 post-its on back windows.
- Observation ended midway through hour long lesson.
- Students were making progress in the lesson and able to explain to the reviewer how their understanding or ideas were changing/had changed from the start of the topic to present, and from start of lesson to present.
- Students identified within class SEND/PP/EAL data pack, were spoken to by reviewer and each could explain their card's individual story – and articulate a motivation – some more sophisticated or nuanced than others.
- Several students commented they were enjoying the lessons about the Holocaust, including this one, because they were; *'thinking it out using the evidence'*.
- Two students commented they were *'learning a lot'* and that *'it was getting tricky as it's not all black and white'* and *'I'm wondering if these terms and labels are any good'*.
- IT in class used by one student to support their learning.
- Pupils contribute to lesson through hands up.
- The 1:1 engagement and movement around room saw teacher move the learning on for all students. He was asked by a student about the initial task – teacher provides a better explanation than original instruction, refers to need for adjectives – and suddenly the student could process, understanding what the task required.
- SEND/PP/EAL students during lesson were especially engaged in the case studies and debating.
- Different opinions are presented and views expressed for the class to hear.
- Ability of students to draw on prior learning – development of hypothesis, inference, cause and effect – *'I read between the lines'*

	Not evident	Even Better If...	Good	Excellent
Evidence of student progression in terms of knowledge, understanding and/or pupil self-awareness (reflection)			Initially slow due to lack of clarity of instruction (not all pupils were engaged in initial note-taking exercise); but once clear of what to do – students made good progress. The pace of that progress increased with the introduction of the case study cards & in the discussions within their groups clear – where	4/6 students specifically spoken to about their work during observation could articulate their progression, the aims of the lesson & how their thinking had altered (even within 30mins). 2/6 students admitted at start of the lesson they didn't understand what they were being asked to do but 'now it makes sense'.

			students began to question & challenge each other as to their case studies motivations. Observation ended as students were engaged in their learning – confident that progress would be confirmed had observation gone to end of lesson.	
Evidence of a variety of types of teacher questioning				Questioning is 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 & style. Teacher able to tease out misconceptions, develop explanation through questioning. Questioning often refers to last question or provides a follow up to challenge the learning/understanding.
Evidence of teacher differentiation in various forms for group			Would outcome be different? Lesson objectives were not specifically all, some/will, should, might? Teacher knew group well & tailored distributing case studies to specific students in response to both literacy & challenge.	Excellent 'mop up' 1-1 rotation around the room to ensure students understood task or get them on track with initial activity. Strength of teacher questioning & use of class data responded to student need at all levels & provided challenge.
Evidence of student engagement and			Pupils initially willing but slow start first	Students quick to settle and ready to learn.

highest expectations. Atmosphere of learning; thirst for knowledge/love of learning				activity – as result of lack of clarity in teacher instruction – once understood made steady progress.	After initial 'sticky' start – students became engrossed in what they are doing (case studies and motivation discussions). Student engagement & learner led inquiry was clear as lesson progressed.
Evidence of staff subject knowledge, enthusiasm and passion				After initial nerves, teacher demonstrated good knowledge, expertise with familiarity with the materials, informative regards cards as well as subject skills and teaching craft. Passion & enthusiasm was evident throughout.	
Area		Evidence		Best Practice	
I	Informed Inspired Immersed Involved Independent Insightful	All students became involved & independently or collaboratively could access & engage with the case studies; thereby all learners could offer insightful contributions & 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 & challenge evidenced in students range of questions & discussions of case studies.		Use of student led learning as integral to involvement, challenge & curiosity – student generating questions to solve, answer or refine, provide hypothesis, explore and refute was powerful starting point & drove all that was good in lesson.	
E	Engaged Empowered Encouraged Enthused Evaluative	All students became engaged during the lesson & empowered by their participation, use of praise, and desire to understand/know more.			

	Empathetic	Students were empathetic as immersing themselves in the personal stories, & evaluative when considering motivation	
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Any key examples of... seen to share?	
Literacy	Use of literacy cues, questions & challenge noted throughout.
Behaviour for Learning	
Assessment/evidencing progress throughout	Use of questions & learner led approach lent itself to engagement & evidenced progress. Pupils begin to link to prior learning in their answers – drawing on that knowledge to infer and test ideas.
Critical thinking/independent thinking	

WWW: Feedback comments -

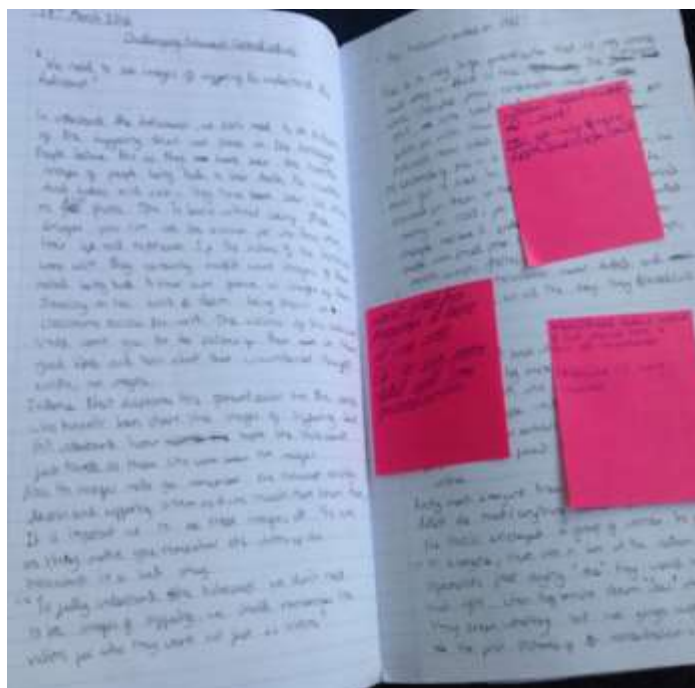
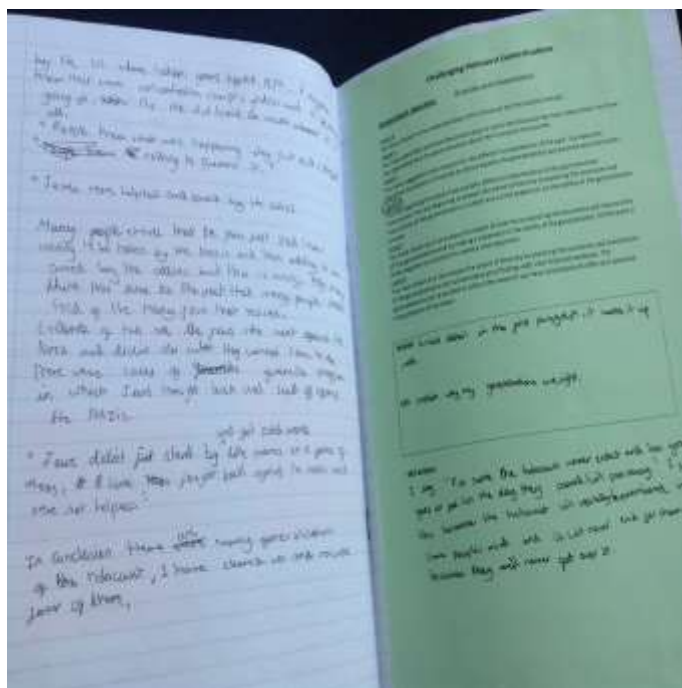
NQT facilitated a powerful learning conversation with the group in such a way as all students took ownership of their learning. The activity saw learners begin to discover the complexity for themselves, whether in the case studies, the resulting group discussions and the challenging of misconceptions. Much of this was achieved via a range of excellent questioning and 1:1 teacher engagement, support and encouragement. Good literacy support and cuing throughout, along with reinforcing history specific key skills. Great use of praise, good 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 full lesson so it may be this would follow subsequently, on reviewer's departure, 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, 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?



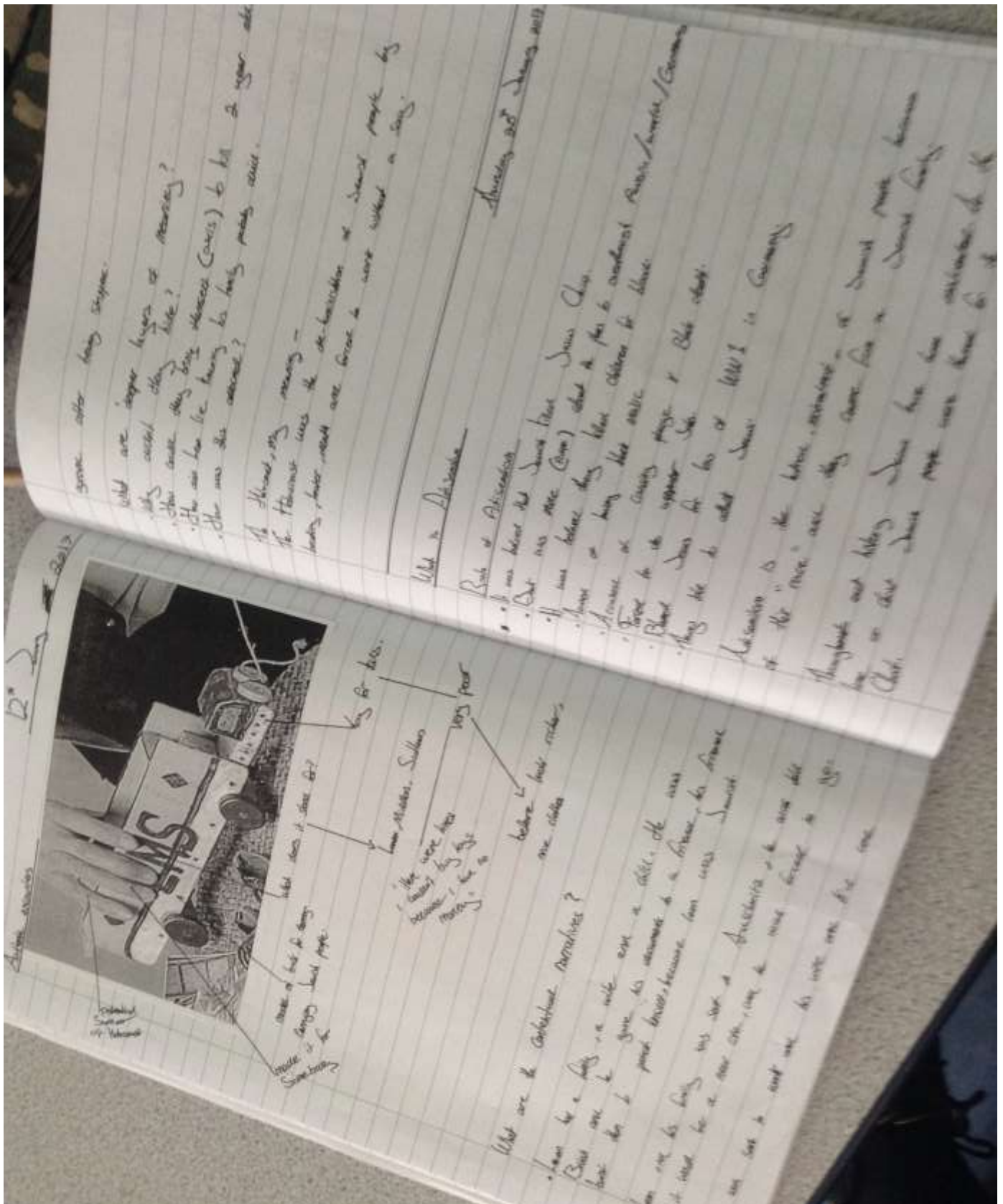
Appendix 2: Examples of Working High School learners' (Yr9 exercise books) classwork outcomes and assessments

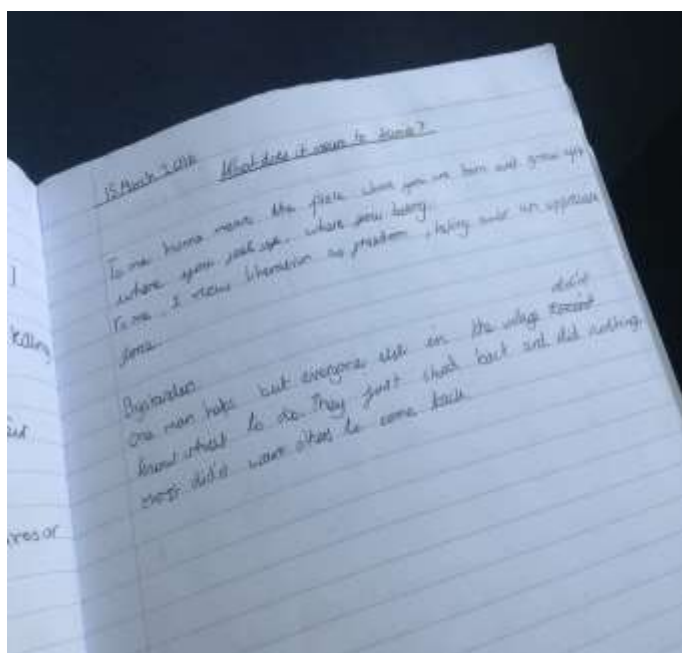


Resistance: Why didn't the Jews fight back?

Resistance is when you refuse to do an order.

Name	What is their story?	What type of resistance is it?	How effective was their resistance?
Henryk Ross	He was a photographer who took pictures of the ghetto he was sent to. In 1941 he used these pictures for evidence in a trial.	He took pictures, evidence of what the ghetto is like. The -ographs weren't allowed.	It was effective as he used these pictures in the trial of Adolf Eichmann.
Jack Nagan	He was a Jewish man in a labour camp. After one failed escape in which he fell in a frozen lake, and had to get his feet amputated, he escaped through a tunnel.	This resistance was him fighting back and escaping.	This resistance was dangerous as he could've been caught and killed.
Rabbi Kalonymus -us Kalman Shapiro	He kept teaching Jewishness in the ghetto.	He ignored the Nazis rules and continued to spread the Jewish faith.	It was rather effective but he could've been killed.
Georges Li Vidiz	He held a Jewish partisan train at gun point and helped 231 Jews escape. He was a terrorist and was killed in 1944.	He fought against the Nazis and freed 231 Jews in the process.	His resistance was effective but dangerous as he could've died.

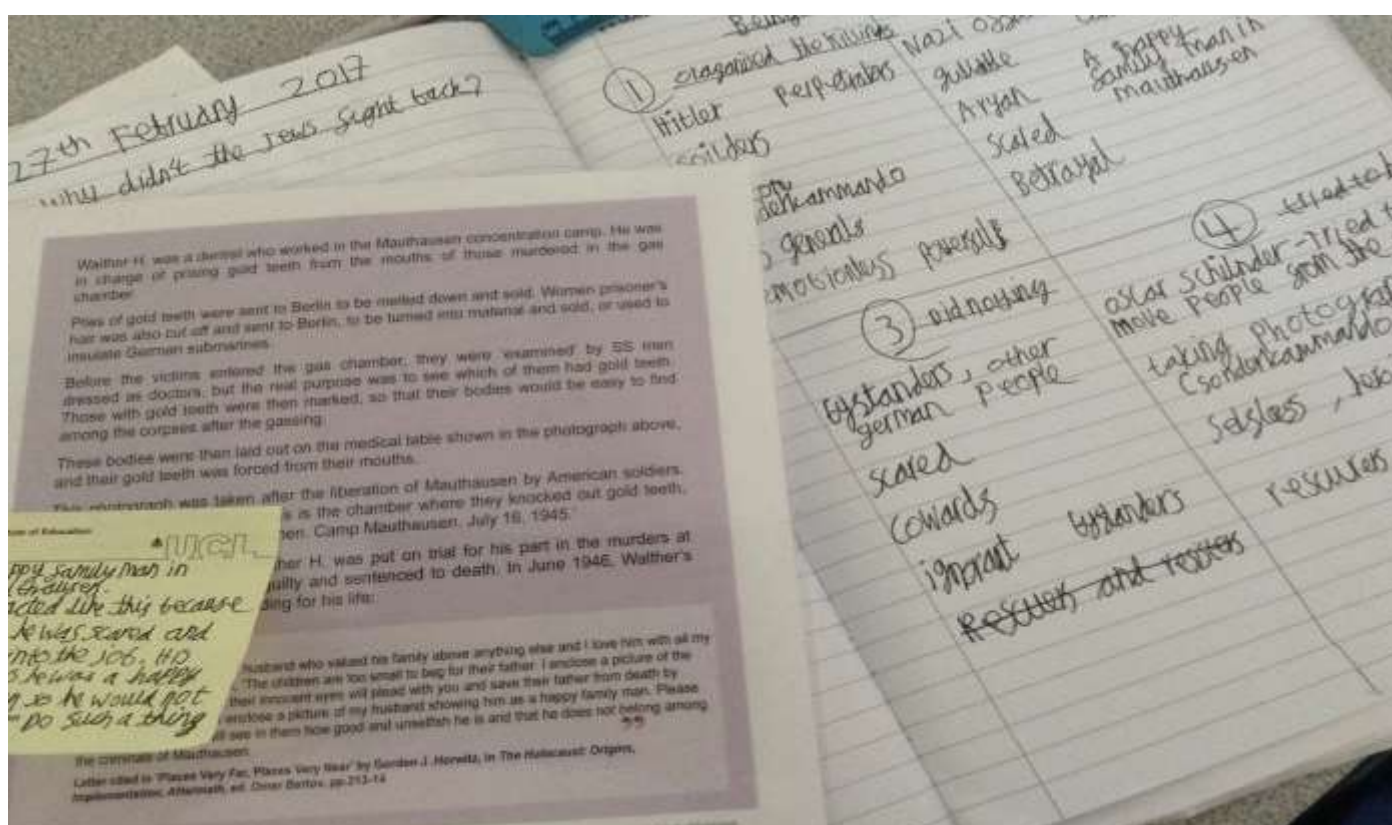
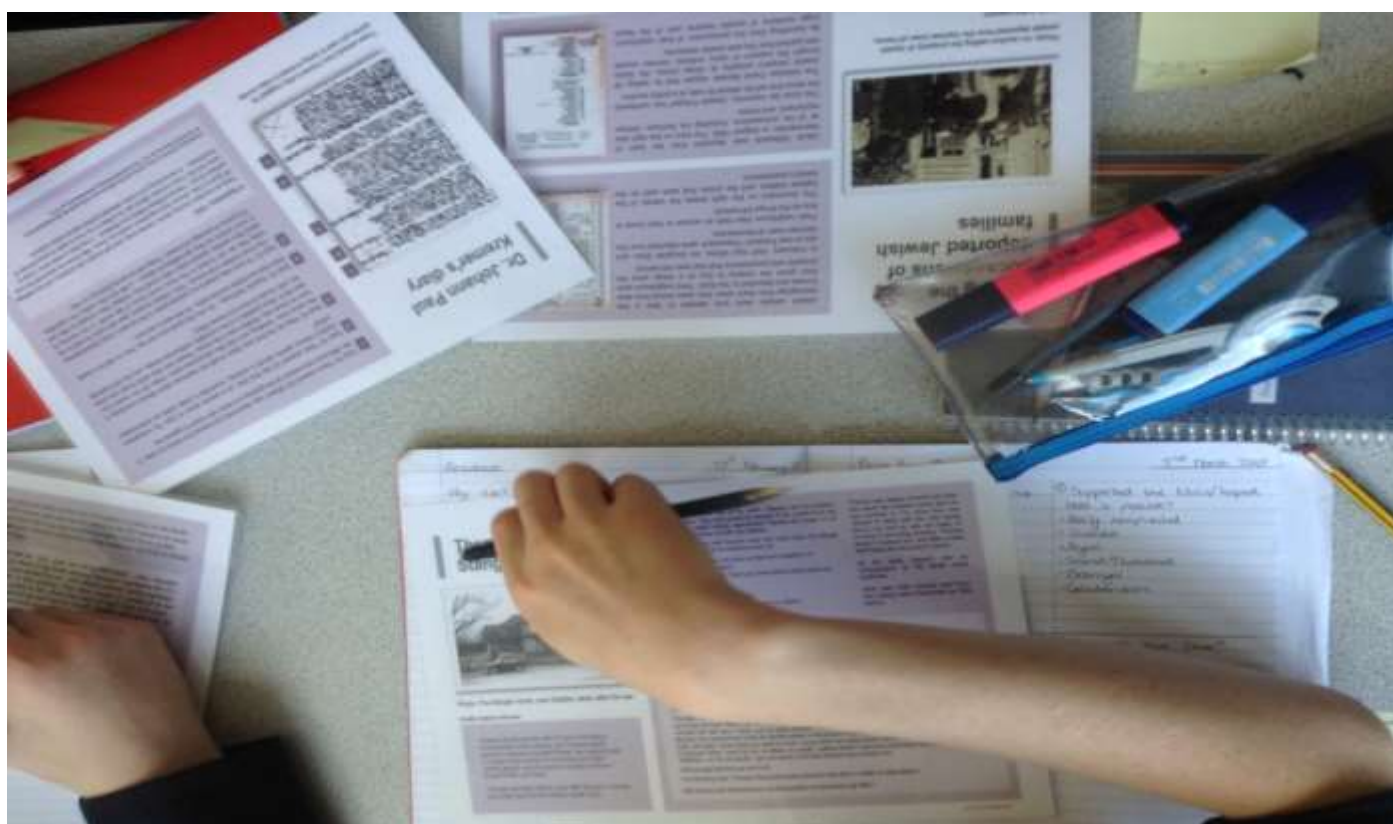


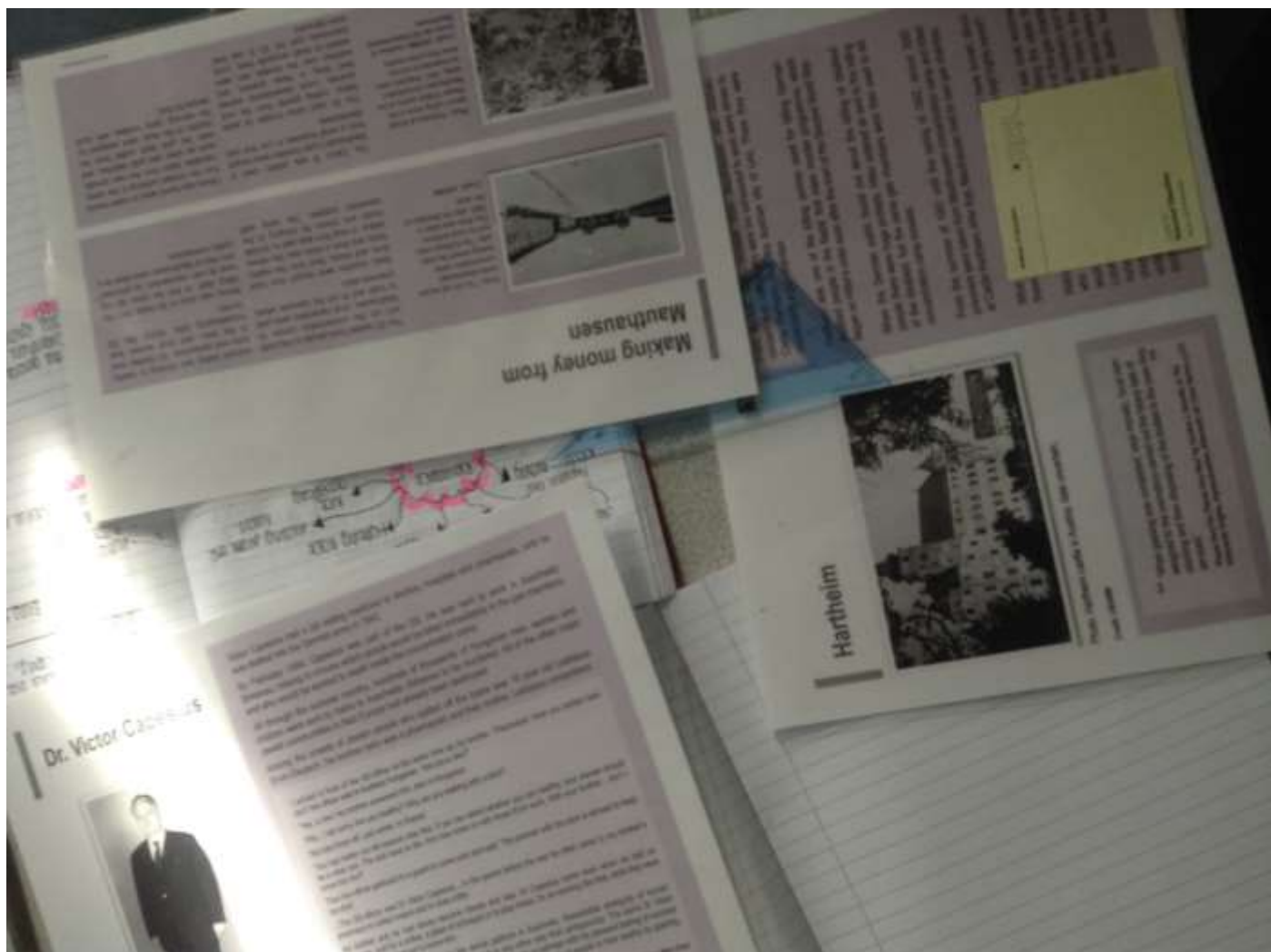


The previous photographs, taken during the reviews work scrutiny, student voice and the pack of Holocaust assessments confirms the quality and standards of presentation for 'neat' book or equivalent at Woking High School (as outlines in the marking policy and on back of exercise books).

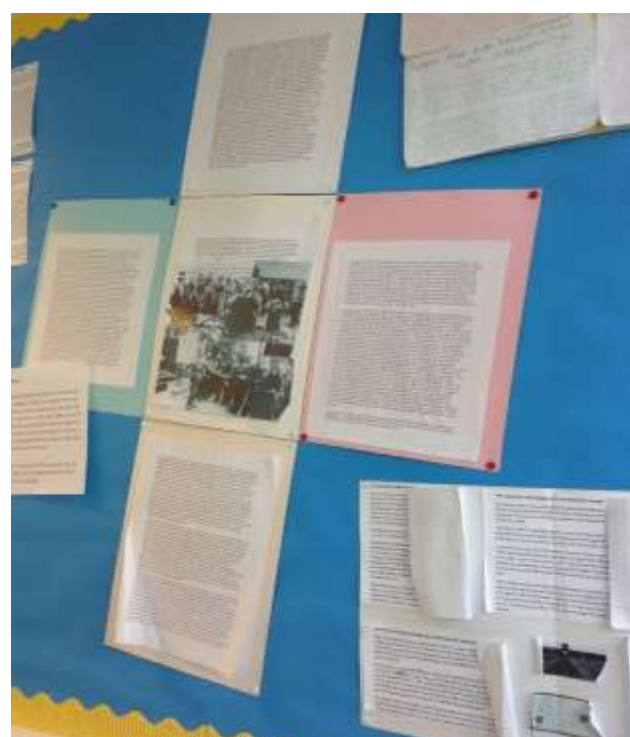
The following images were taken during the Quality Mark lesson observation and show the range of classwork undertaken and allude to the difference in how that lesson began (where students initially struggled to grasp the task at hand due to a lack of clarity of instruction), and how it built into a very solid lesson, where students made good progress, exploring, debating and discussing the case study cards.







Appendix 3: Examples of Woking High School displays





Appendix 4: Woking High School character board and quote examples

