

## UCL Beacon School Programme QUALITY MARK AND RE-DESIGNATION REVIEW, WRITTEN REPORT

SCHOOL NAME	Newport Girls High School
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DATE OF LAST OFSTED INSPECTION AND GRADE	27-28 March 2007 (graded OUTSTANDING), with 2010 Ofsted interim assessment letter.
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	19 March, 2018
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 (TandL) 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

- Newport Girls High School is a popular and oversubscribed selective Grammar school, last formally inspected by Ofsted in 2007, and adjudged outstanding.<sup>1</sup> Back then the report described a school that *'...not only achieves exceptionally high academic standards, but also places equal focus on the girls' personal development'*.
- The 2007 report recommended the school should do more to improve in two areas: devise a more rigorous system for monitoring the quality of teaching and ensure consistency of marking so that all girls know how to improve their work.
- The 2010 subsequent interim report found that *'...the school's performance has been sustained and that we can defer the schools next inspection.'* Given the gap since a full Ofsted visit, the Headteacher, Mr Michael Scott was asked to provide the review with an introduction to his school – to provide most recent and relevant context to this Quality Mark process. He wrote:

*'Newport Girls High School is a selective girls' grammar school situated in the small Shropshire market town of Newport. Whilst around 40% of the cohort come from the town, a significant number of pupils travel to school from the surrounding areas of Telford, Wellington, Shrewsbury, Stafford, Stoke on Trent and Wolverhampton. Over its hundred year history, the school has expanded significantly, growing from a single class intake to an annual intake of 84 students in years 7-11. The thriving and growing school sixth form takes its students from a similarly wide geographical area. Despite this growing intake, the school is small enough to feel like a family, something which is reinforced through the thriving house system which provides a platform for friendly competition in a range of different activities.*

*Despite being a relatively small school, NGHS still offers a broad curriculum to students. Every student studies two languages and separate humanities in years 7 and 8 and, whilst the curriculum is unashamedly academic, students enjoy and excel in Art, Music, Computing, PE and Design Technology with at least one of these subjects forming part of the GCSE options process. Academic results are excellent within the school, as might be expected given the higher than average attainment of students upon entry to the school in year 7. In 2017 the A Level A\* B figure of 70.3% along with the GCSE A\*/A equivalent figure of 86.1% placed NGHS at position 45 out of all state schools in the country and position 8 within the West Midlands. Pupils also make outstanding progress in the school, with Newport Girls High School being ranked first in Telford and Wrekin for both attainment and progress in 2017.*

*Newport Girls' High School is about much more than academic results however. Newport Girls' High School offers an all-round education with considerable strengths both inside and*

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<sup>1</sup> For details of the full 2007 Ofsted Report and 2010 interim assessment, please see: <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136516>

*beyond the classroom. Student health and wellbeing is a key priority, with the Senior Leadership Team recently expanding to include an Assistant Headteacher with overall responsibility for continuing to promote this critical area within the school. The schools' dedicated PSHE programme, student led health and wellbeing group and committed and experienced pastoral support team are focused on developing resilience and promoting emotional wellbeing for all pupils. The school is also committed to providing a range of educational experiences outside the classroom, including offering visits to such places as India, Washington, Bosnia, New York, Germany, France and Belgium. Extra-curricular clubs that are open to all year groups cover a similarly broad spectrum and range from the Duke of Edinburgh Award Scheme to gardening club and a genocide awareness group NGHS also provides a number of opportunities for students to develop their leadership skills through such opportunities as the Lower School Head Girl Team, Head Girl Team, House leadership Teams, Health and Wellbeing Representatives, Student Council Representatives and subject ambassadors.'*

- At the time of the review visit there were 417 students on roll (Year 7-11), with 156 in its sixth form. At the time of writing, 4.5% of students have SEND needs with <1% with a statement or EHCP; 3.5% of students are eligible for PPG; and 6.1% have EAL.
- School census data reveals that at the time of the review 429 students were White British, 17 students self-identified or reported as Muslim, whilst none were Jewish. 25% of girls are of BAME backgrounds.
- The Ofsted 2007 report describes the girls' attainment on entry as '*well above the national average, as is the socio-economic status of the vast majority*'.
- Final data in regard to the national floor standards for Newport Girls High School were:<sup>2</sup>
  - Progress 8, +0.76 (well above average)
  - Attainment 8, 79 points (school; as compared to 46.5 points in local authority and 44.6 England average)
  - Entering EBacc, 91% (school, as compared to 45.9% in local authority and 35% nationally)
  - Achieving EBacc at grade 5/C or above, 89% (school; as compared to 22.5% in local authority and 19.7% in England)
- School attendance is well above the national average.

<sup>2</sup> Headline figures and reporting taken from: <https://www.compare-school-performance.service.gov.uk/school/136516>

### Further context

- Newport Girls High School senior leadership are well supported by governors, teachers and other staff, and together have created an effective culture and a caring community that keep pupils safe and well looked after. Pupils and sixth-form students are fully involved in creating and maintaining this. Effective procedures ensure that safeguarding welfare and all-round development of pupils prepares them well for the next steps in their lives.
- Duty of care is utmost –as much for students’ sense of well-being and value as their own Newport Girls High School 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. There was a warm, calm, orderly and quiet school reception and this was echoed in the review’s experiences of the wider school throughout the day. All safeguarding procedures for visitors are observed; students speak with confidence and are positive when engaging visitors, such as those involved in the student voice panel and in the lesson observation. There is a visible climate of celebrating diversity and difference throughout the school, epitomised in pupils’ behaviour and attitudes to the 'other'. It was evident throughout the Quality Mark review process that students do feel safe at Newport Girls 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.
- At all times, including during break times, lunchtimes and lesson changeovers, pupils behave in a safe, sensible, calm and orderly manner. The girls move promptly to lessons and arrive ready to learn.
- Newport Girls High School are blessed with a highly professional, positive and hospitable, reflective staff body, middle and senior leaders who know their school well; aware of areas of strength and understanding of *what* and, tellingly, *how* to improve.

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

Not applicable, as 19 March 2018 was Newport Girls 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/Learning 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 Newport Girls High School met the expectations.

## Phase 2: Summary of review visit methodology

### Prior to visit

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

### During visit

- A tour of the School site with two Year 12 students.
- Meeting with SLT link, Miss Anne-marie Davies (Assistant Headteacher/ Lead Teacher in charge of Teaching and Learning)
- Meeting with Lead Teacher, Mrs Amanda Seys (History Teacher, Beacon School Lead Teacher)
- Work scrutiny undertaken, 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 Mrs Amanda Seys, teaching a Year 8 History lesson from the Holocaust scheme of work.
- Two student voice interview panels: one with current Year 9 students, the other with Year 12 students.
- Meeting with range of staff who have experienced and engaged with UCL Centre for Holocaust Education CPD and the school's engagement with the programme, Miss Anne-marie Davies (Head of History and School Lead Teacher, SLT), Mr Dan Postle (Head of English), Mr John Pimm (Head of Humanities, Geography Teacher), Ms Dulcie Branson (Head of MFL) and Ms Kate Gill (Geography Teacher)
- Visit debrief with Mr Michael Scott (Headteacher) and Mrs Amanda Seys (History Teacher, Beacon School Lead Teacher)

### After visit

- Follow up questions or clarification sought via email.
- Letter of thanks sent via Mrs Seys to acknowledge time and insights of students participating and contributing to the Student Voice panel, and those in the lesson observation and staff meetings/debriefs.
- Drafting and publication of a news item article for UCL Centre for Holocaust Education website announcing Quality Mark visit and outcome.
- Drafting and posting on Centre Twitter feed regards announcement of school's Quality Mark visit and outcome
- Drafting of e-newsletter acknowledgement of the Quality Mark visit and the school's outcome.

- Drafting and sending a letter to Mr Mark Pritchard, constituency MP for Newport Girls High School, raising awareness of the school's visit and outcome, with copies sent to Mr Michael Scott and Mrs Amanda Seys.

### Phase 3: Key findings

#### 1. Holocaust education in Newport Girls High School curriculum

- During their Beacon School year, Newport Girls High School have developed a clear rationale for their approach to Holocaust education that speaks to affective and cognitive outcomes for learners. As a result, the provision for and impact of Holocaust education at Newport Girls High School has significantly improved.
- Newport Girls High School 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.
- Beacon School status and the working towards Quality Mark status is included in the school's improvement/development plan. It is recommended that throughout the Quality Mark designation period Newport Girls High School includes reference to the Quality Mark process in such annual plans; this serves to secure it as an ongoing focus, ensure continued senior leadership support for access to specialist UCL Holocaust CPD to continue developing a critical mass of staff able to innovate and work collaboratively. Annual reference to Quality Mark Beacon School status should serve to ensure some of the EBIs of this report are adopted or considered over the coming years. This review would also recommend, where appropriate (principally History), Quality Mark status is included in subject or department plans or equivalent; this would serve to ensure substantive knowledge and subject specific skills are further developed in some of the identified EBIs.
- The review demonstrated Beacon School status has stimulated or provided further space and opportunities for pedagogic and assessment conversations among Newport Girls High School staff. This can only be beneficial to wider reflections upon the future development of assessment and achievement and supporting and sustaining quality teaching and learning.
- There is clear senior leadership team support to ensure time and opportunity to review teaching and learning and outcomes across the school including Holocaust education, and middle and senior leaders accurately judge and assess their provision, strengths and weakness.<sup>3</sup> Such reflective practice ensures developmental innovative practice and a sense of constant striving to move forward and progress.
- Mrs Seys and middle leaders have a clear sense of what worked well and why, but equally can identify areas for improvement. They recognise that senior leaders have supported reflection, discussion and planning time for the scheme of work and stated, repeatedly and independently during the visit, that at Newport Girls High School they felt confident to ask for that time and that

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<sup>3</sup> Please see SWOT analysis completed by Mrs Seys (page 96)

whenever possible SLT would support or enable it. Staff with an idea and initiative are, by and large, supported, encouraged and enabled where budgetary and staffing compliment considerations allow.

- Mrs Amanda Seys' scheme of work (developed across the year of the UCL Beacon School programme and constantly reviewed and refined) takes as its title 'Why was the Holocaust able to happen?'
- Its overall rationale (linking both the scheme of work, school's approach to Holocaust education and broader school ethos) states its purpose as encouraging the development of '*students' abilities as critical thinkers and independent learners*'. By providing students with information and '*high quality resources based on research*' it was hoped the girls would '*demonstrate the value and importance of testing truth claims*' and develop their '*conceptual understanding and literacy, particularly in terms of complex causation*' by considering why the Holocaust was able to happen in 1940s occupied Europe. The scheme of work expects outcomes that contribute to institutional benefit, for example the SDP, Literacy and SMSC gains as well as substantive knowledge and understanding of causal historical concepts like modernity, industrialisation, totalitarianism, total war and prejudice.
- The scheme of work and wider Holocaust education offered at Newport Girls High School has seen careful collaboration with a few curriculum areas, develop in a coordinated way; retaining their distinctive disciplinary natures but enabling students to 'join the dots' and apply their knowledge and skills. Together, it is hoped students gain a more accurate historical understanding of the Holocaust, can challenge myths and misconceptions, but also infused with a broader, richer understanding of personal stories, an appreciation of the complexities of moral dilemmas, being allowed time to reflect and respond in creative and innovative ways. It is clear from this review process the Lead Teacher and colleagues are keen to build upon initial and existing collaborative opportunities in English and MFL in the future, with RE and Geography opportunities emerging.
- Provision in the Beacon School year scheme of work allows for some 8 hours of History lessons, each of one hour over a four-week period. This precious curriculum time is well spent, allowing for key themes and complex issues to be considered fully.
- This scheme of work 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 and being human? There is a clear, overarching rationale and a sense of purpose befitting the school's ethos, cohort and its SMSC context. Using more of the legacy or surviving survival materials may further enhance this aspect, along with developments in RE that may enable a better understanding of pre-war Jewish life, diversity, belief and practice.
- Whilst the Newport Girls High School curriculum focus was its History curricula (owing to its Lead Teacher being a History teacher), Beacon School status resides with the school, not with a specific subject or teacher. It was pleasing to see this status understood and embraced by the school; with

innovative pastoral opportunities, marking HMD with whole school assemblies and in collaborative working with fellow Beacon Schools on genocide awareness projects. It is clear to this review that Holocaust education provision has improved and been refined as a result of the Beacon School programme; that through its partnership with the UCL Centre for Holocaust education provision has flourished with the embracing of innovation and opportunity. This cannot but enrich Newport Girls High School's curriculum offer.

- The MFL department offers Holocaust education opportunities through its study of Holocaust related texts such as *Un sac de billes* and *Der Vorleser* at A'level, whilst in English students engage with extracts from *The Secret Diary of Anne Frank* and study the poem *Vultures*. Lower down the school, Newport girls are given the opportunity to see *Au Revoir Les Enfants* or *Belle et Sébastien* as an end of year activity. These are set within the context of the Holocaust and contribute to Newport's International School's work. These are discrete disciplinary driven curriculum opportunities which have embraced the UCL research informed pedagogy, but been coordinated to ensure learners can refine and utilise their learning across the provision. This has skilfully ensured some Newport girls can apply their knowledge and understanding, rather than compartmentalise their subject learning, without losing disciplinary focus or it becoming a 'blur'.
- In addition to the scheme of work in History and the work undertaken in the English and the MFL curriculum, students at Newport Girls High School are aware of and enjoy a range of Holocaust education opportunities and enrichment. The student voice panel referenced the following by way of illustrative example:
  - Survivor visits/testimony encounters – for example Harry Bibring BEM
  - Curriculum content
  - Assemblies
  - Marking of Holocaust Memorial Day
  - Sixth Form engagement with the Holocaust Education Trust's 'Lessons from Auschwitz' project.
  - The school's genocide awareness group which meets fortnightly
  - The equalities and diverse communities working party (Rohingya, women's pay debates and discussions)
- Newport Girls High School students are very aware of the school's Beacon status and are proud of the recognition. The student voice panel talked of a school display, annual assemblies and the inclusion of the Beacon School logo on slides during Holocaust related lessons, their workbooks, or events as constant reminders of this accolade. One student described their Beacon School status as '*a catalyst for change*' referring to its impact upon personal development, another called it a '*...badge of our compassion as a school as it shows we are engaged in the world and that we care*'.
- One student spoke of the Beacon School status being something '*bronze or silver standard and if we get the Quality Mark that is like say we are silver or gold... it's something not many schools have so it shows what Mrs Seys does is rare and that it gives us an experience other schools or girls our age*

*don't have...it is pretty special that NGHS gives us this'. Another referenced their pride in the Beacon School status by acknowledging 'I think it has changed some of how we are taught and made it clearer, more relevant to us why we learn what we do and in what way...there is something different about how we have studied the Holocaust... I think that makes it Beacon School or Quality Mark, so we can be proud of that.'*

- Parents and the wider school communities' awareness of the Beacon School programme is limited at present. It is hoped, following this review and the award of Quality Mark status, it will provide the impetus to raising the status of the UCL Beacon School programme and the school's Holocaust education curriculum offer; a chance to engage with the local media, feature the accolade in the school's newsletter, on the website and via social media – even with Mark Pritchard MP.
- In a similar spirit, it is likely that staff awareness will grow, beyond those immediately involved in the Beacon School programme, upon award of the Quality Mark. Future twilight and CPD opportunities may lead to, where appropriate, cross curricular or enrichment opportunities and in that way Newport Girls High School's critical mass will develop alongside an innovative and responsive curriculum provision for Holocaust education; a successful Quality Mark review visit will lead to more interest and engagement from across the school and that can only help drive ongoing school, not just Holocaust education, improvement.
- A Holocaust education curriculum audit or mapping document was submitted at the start of the Beacon School programme, along with a copy of the pre-Beacon School year existing scheme of work (then for Year 9 girls). Considering these documents, including the school's Beacon School application form, it is evident just how far developments in Holocaust education have come at the school. Despite this progression, it is pleasing that Mrs Seys, Miss Davies and colleagues remained reflective and ambitious enough for ongoing development beyond the review visit and re-designation process. There is a clear commitment to this being an ongoing journey; an evolutionary process. Miss Davies spoke repeatedly of her determination to ensure the Quality Mark process was not in itself a *'tick box exercise'*, rather seeing Beacon School status and Holocaust education playing a critical role in shaping the school's *'shared vision'*, of becoming further embedded in curriculum and practice, that it would pivotally build a *'legacy'*.
- Judaism is not currently taught in KS3 RE. This review notes, that this was recognised as a current deficiency or lost opportunity. Staff acknowledged that this was meant to be added as a unit replacing the study of Buddhism in late y7 / early y8 this academic year, but a long-term staff absence meant that this has yet to be implemented. Mrs Seys is in ongoing conversation with the Head of RE to ensure a unit on Judaism is added next year and this collaboration will undoubtedly enrich students' understanding of pre-war Jewish life, culture, beliefs and traditions – religious and secular – which will make an important contribution to their SMSC provision, but also underpin the girls' later study of the Holocaust. This review actively encourages this development so as to ensure Newport Girls High School students have a rich understanding of Jews as a living and vibrant, diverse community and not simply encounter them in their curriculum as *'victims'*. It is key to quality Holocaust education provision and practice that young people come to appreciate the

void, and all that was lost. In this way, RE and History department collaboration can be innovative and creative and both distinctive contributions can ultimately improve student outcomes regards the Holocaust, both academic and holistic. This will be an invaluable addition to curriculum provision for Holocaust education at Newport Girls High School, particularly in the absence of pre-war Jewish life featuring in the primary scheme of work. If RE can potentially speak to some of this through exploring Jewish diversity of belief, practice and identity, this would hugely inform students' understanding of the devastating impact of the Holocaust on the Jewish community.

- Placing the lives and culture of pre-war Jewish communities at the heart of studies is significant given the Centre's national survey of student knowledge and understanding revealed that most students knew Jews were the primary victims of the Holocaust, but most had little understanding of who these people were, why they were persecuted and murdered. Even after studying the Holocaust, only 37% of young people knew what the term 'antisemitism' means. Student explanations often rested on misconceptions about who the Jews were rather than on where anti-Jewish ideas had come from. Many of the young people surveyed incorrectly believed that Jews made up a large proportion of the German population during the 1930s. Only 8.8% correctly identified the pre-war Jewish population to be less than 1%.<sup>4</sup>
- Time constraints are paramount in any school and curriculum demands are high; but the primary scheme does speak to many key themes and responds to the research. It provides a clear rationale for the approach undertaken and uses its time effectively for a meaningful study; not attempting to cover everything, but giving adequate time for key elements of the learning. That said, were there one thing to suggest finding a way to include – whether in the scheme of work or in other aspects of the curriculum offer – it would be some legacy component. What is missing is a follow up or sense of whether life can go on (for those who survived the Holocaust) in the first instance, or indeed, the Holocaust imprint on the modern world today, on the Jewish community and on their collective psyche/sense of identity. Might this be an opportunity for a pastoral project, an Art or RE opportunity if not possible to fit into the primary History scheme? If this was something you could include then Leon Greenman's story seems to provide a useful continuity given he is the hook at the start of the course. Materials on 'surviving survival', legacy and post war life – including links to the far right and fascism – can be found via the UCL Centre for Holocaust Education's website; this may also provide a powerful safeguarding, citizenship and PSHE opportunity.
- As in many schools across the country, there is not yet common use and understanding of the term antisemitism, for example, as defined by IHRA's Working Definition of Antisemitism<sup>5</sup>. Whether adopting IHRA's or another simplified definition, a consistency in message would be useful both for substantive reasons but also for safeguarding and policy. Perhaps this is something the girls can themselves work on - an agreed school wide definition via the student council or other student voice forums – in doing so various myths and misconceptions can be identified, explored and

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<sup>4</sup> For summary findings please see: <https://www.holocausteducation.org.uk/research/young-people-understand-holocaust/key-findings/>

<sup>5</sup> See: <https://www.holocaustremembrance.com/node/196>

addressed and you move the community forward in terms of a consistent understanding of what antisemitism means, in the same you might have for homophobia or racism. The school's inclusion of the 'Unlocking antisemitism' lesson materials in the History scheme of work/learning will help provide contextual understanding upon which a definition could be established by the girls. This may also serve to broaden awareness among staff across the school; perhaps via a UCL twilight? If this is something you or your network of schools would find useful, please contact the Centre's Darius Jackson, [darius.jackson@ucl.ac.uk](mailto:darius.jackson@ucl.ac.uk)

- In a similar vein, this review noted among some students encountered, a variety of understandings of the term Holocaust. Some girls used the Holocaust interchangeably with genocide, few presented an understanding that was uniquely based on the Holocaust as a singularly Jewish experience, whilst others presented the Holocaust as effecting a range of victim community groups. This is not problematic given a range of historians, academics and well respected global Holocaust programmes have differed in their use and understanding of the term. However, the use of those varied definitions in the lesson 2-3 may further confuse the picture, potentially suggesting the Holocaust is all-encompassing, or even so encompassing as to have lost specificity or distinctive meaning. It is apparent from this review, that the lesson plans and aims and intended outcomes for these sessions is to capture students' initial thinking regards the term, and present a variety of evidence, case studies and interpretations – it may be that with Year 8 students this level of complexity and nuance comes too early, that in some sense students may fail to see the wood from the trees with so much information available. It could be that the definitions students come to at the end of the unit of work do indeed demonstrate key historical skills in their analysis, but you may need to consider a basic definition – or even core elements of that basic definition that you as teachers, department or even as a school adopt. This is something Mrs Seys and others may reflect upon in coming years, hone and refine accordingly – or could be that a diversity in interpretation and analysis is precisely the lesson's intent. This point is merely raised for the school's internal considerations as part of your ongoing commitment and development of Holocaust education provision.
- It is important to acknowledge – in relation to reference to the girls' study of the Holocaust in Year 8, a wider educational context at play and its impact for Newport Girls High School curriculum. As Mrs Seys noted in her Beacon School application

*'...curriculum reform has necessitated the need to change the existing curriculum offer. From 2016 we will be introducing a new GCSE course with a new board in which there will be no study of the Holocaust. This makes thorough and effective study of the Holocaust at KS3 increasingly crucial. The changes to GCSE course have also meant that the school has decided to move to a two-year KS3 and three-year KS4. From 2017, therefore, study of the Holocaust will be moving to the end of Year 8. This presents particular challenges in that we are well aware that best practice suggests students study the Holocaust at the end of Year 9, but this will not be possible in History. In this context a complete rewriting of the scheme of work is required.'*

This review recognises the duty of care concerns that both Mrs Seys and Miss Davies raised throughout the process regards Year 8 students engaging with this challenging and complex, emotionally demanding subject matter. Newport Girls High School staff make every effort to ensure that *'Whilst it is unavoidable that learning about the Holocaust will probably be upsetting for most, it should never be traumatic or exploitative of suffering. Students must feel safe and supported in their study of the Holocaust. They must feel confident to ask questions and have plenty of opportunities to share their thoughts'*. Student voice feedback confirms this to be so. Students do feel emotionally supported, intellectually challenged and safe to explore this history. The previous point regards inconsistency in Holocaust definitions from Year 8, was not made to suggest students were not able to cope with the subject matter per se, rather it confirms Mrs Seys and Miss Davies' own concerns regards maturity and emotional literacy – but this should be considered carefully alongside student voice input to be outlined later regards their capacity for encountering the Holocaust's 'reality'.

- This review found that staff at Newport Girls High School know their students well, develop strong relationships and are therefore insightful and mindful of what duty of care is and is not. Staff repeatedly and independent of each other articulated the following: duty of care
  - Does not mean avoiding at all costs that which makes young people struggle emotionally
  - Does mean taking young people seriously
  - Does mean having the time to prepare, plan and care
  - Does mean thinking carefully about the child
  - Does mean giving young people choices
  - Does mean knowing your students
  - Also, means knowing yourself!

Such reflective practitioners are an asset to Newport Girls High School – and moreover this enables challenging, controversial, sensitive or 'difficult' episodes in the curriculum, like the teaching and learning about the Holocaust, are not excluded or shied away from, rather they are carefully but robustly handled. At Newport Girls High School, it is clear, from work scrutiny, policy and scheme of work plans, plus from student voice, that complexity is embraced, a challenging curriculum demanded. This review found that with high quality and reflective teaching staff Year 8 students can and do make progress in their study of the Holocaust – some lessons may require further thought or development than others, but it is evident with the right strong relationships of trust built in the class in advance, and with differentiation and sensitivity our young people can thrive and flourish and take on far more challenge and complexity than often we give them credit. Whilst colleagues at Newport Girls High School are wrestling with Year 8 engagement with the Holocaust, it is clear from this review process that reflexivity and care is only strengthening teaching and learning generally and ensuring a high quality of careful provision for Holocaust education. Mrs Seys and Miss Davies' mindful concern is a strength and will only serve to ensure future development are age and stage appropriate for their learners – in essence, and example of best practice in teacher standards and professionalism.

- The 2007 Ofsted report concluded that despite Newport Girls High School being a small school, *‘the curriculum provision is outstanding. All statutory requirements are met’*. This report notes that existing provision for Holocaust education is in keeping with the National Curriculum History principles – and praises the school for keeping that requirement despite being an academy converter. Similarly, Newport Girls High School should be commended, despite the challenges of a collapsed KS3, for ensuring robust, innovative and appropriate Holocaust education provision within the curriculum.
- Opportunities for trips, enrichment, site-based pedagogy, and civic engagement and network partnerships are valued by the school and appreciated by the girls. In relation to Holocaust education and genocide awareness, the school has facilitated participation in
  - The Lessons from Auschwitz Project, run by the Holocaust Education Trust.
  - Contributing to genocide8020’s genocide awareness textbook in collaboration with fellow Beacon School, Hampton School – resulting in an external impact statement.
  - The Remembering Srebrenica Leaders in Schools initiative
  - The school and community’s annual marking of Holocaust Memorial Day
- The @nghs\_history twitter account is active; offering timely reference to extra-curricular trips, lesson outcomes and Beacon School related news to its 263 followers.
- UCL Beacon School status is featured on the school’s website and the logo displayed. More use could be made of this to raise awareness of Newport Girls High School’s work in this area and of your active participation on the programme. It could be better utilised to feature examples of students’ work, publicise visits and ensure parents, the community, potential teachers or external visitors can have a sense of the Quality Mark work undertaken.
- Mrs Seys and colleagues have made good use of the school’s ‘Newport News’ and tentative engagement with the local press regards Holocaust education and the school’s Beacon status. This review recommends using the receipt of this Quality Mark as an opportunity re-engage via a local press release. This will serve to champion the school in the local community, recognise your emerging specialism and help to strengthen your hub status among your network.

\*See also Mrs Seys SWOT analysis.

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

- The centrepiece of Newport Girls High School success in Holocaust education is built upon the foundation of its constant pursuit for quality teaching and learning. This reflects the Ofsted 2007 recommendation to ‘Devise a more rigorous system for monitoring the quality of teaching’. It is evident from this review process that the school’s senior and middle leaders remain ambitious in their drive for continued improvement; this is corroborated by the 2010 interim assessment decision to defer the school’s next inspection.
- This review concurs, based on the Holocaust education lesson observation, work scrutiny and student voice panel, with the Ofsted 2012 finding that *‘There are many examples of outstanding teaching and a few satisfactory.’* Moreover, the range of activities, skills, challenge and opportunity embedded in the Newport Girls High School scheme of work lays the foundations for quality teaching and learning that leads to student outcomes that secure and embed ‘good historians and skills’, progression and a love of learning – largely through engagement garnered by skilful and supportive teachers.

### a) **Scheme of work/scheme of learning**

In-keeping with the Beacon School programme, Newport Girls High School, did submit an initial scheme of work, to deadline, in January 2017. The document is rich and detailed, providing contextual information, the opportunities the school provides as well as alluding to constraints – for example the cohort being year 8 rather than year 9 and the number of lessons allocated. It is an 8x1hour lesson principal scheme, which draws significantly upon the UCL Centre for Holocaust Education’s research findings, both the 2009 and 2016. This correlation and collaboration has enabled the scheme of work to specifically address and challenge prevailing myths and misconceptions. In this regard, it is pleasing to see a scheme of work that requires students to think and apply their knowledge and understanding, not just recount facts.

- This review suggests continued thinking regards to the scheme’s stated outcomes and approach adopted at Newport, principally for its allowing of *‘no prescribed correct answers or ways to arrive at these’*. As mentor Darius Jackson cautioned in his feedback, *‘I have seen this argument morph into “there are no wrong answers” in the hands of pupils, (ignoring the Holocaust is a set event independent of our knowledge) or that all answers are equally valid (ignoring that we have judgemental rationality and thus some explanations are better than others)’*. Whilst the approach undertaken aims for students to find meaning for themselves and to not be prescriptive or dogmatic in teaching methods, recognising there is interpretation and variation, perspective and hindsight, there are some things, views, opinions, beliefs, understandings which are simply wrong, false, inaccurate or misunderstood, so further consideration or reflection on what the school or department understands of the challenges and opportunities of independent thinking may help to frame powerful ongoing professional teaching and learning conversations in school.
- As the scheme itself notes in its aims, *‘Knowledge and understanding of a range of concepts that can be used to evaluate...’* implies judgemental rationality...that some explanations are better than others. So, what are the pedagogical strategies, generic approaches and skills teachers employed to

ensure students have the skills set to evaluate theories, evidence, approaches and so on to form their opinions? How can we as a profession ensure we encourage engagement and listen to a range of contributions without following the path of 'no wrong answers'? How can we best support and equip young people to independently develop increasingly sophisticated, informed and reflective answers if not factual ones? It seems, based on this review, that in the experiences and thinking undertaken about Holocaust education, History department colleagues could inform wider school improvement conversations regards pedagogy, but equally this be an opportunity for continued reflection as to *where* knowledge comes from, *what we know* and *how we know* it and whether there are wrong answers or less correct ones.

- The scheme of work was designed to link to other subject areas, and opportunities identified where links can be made. Much of that signposting in the scheme of work document illustrates vibrant SMSC and whole school potential, as well as collaborative working with other departments, but is this cross curricular, multidisciplinary or interdisciplinary?
- The scheme of work was refined following mentor feedback and, at the time of the review, was being taught for the second year, with further refinements made to adjust to the Year 8 cohort and based on experience and insight garnered from its pilot year.
- Given the enquiry question driving the scheme of work - 'Why was the Holocaust able to happen?' - there are a variety of opportunities for the girls to build their understanding of substantive (first order) concepts, but also a clear commitment to developing procedural (second order) knowledge. This approach blends the demands upon students to be able to build and demonstrate their recall, knowledge and understanding of key historical events, people and dates, but also their ability to explain, evaluate and articulate change and continuity.
- There are opportunities within the scheme to consider cause and consequence in that conceptually it is framed to explore and relate thinking to modernity, industrialisation, totalitarianism, total war and prejudice. Such concepts are fundamental to students developing a wide ranging and informed understanding of factors enabling the Holocaust to occur and key to their recognition of the necessary, generic and specific drivers, that enabled the persecution to evolve and flourish. The causes and consequences of policy and practice were also revealed within the scheme's lesson 2 where its objectives include developing '*knowledge and understanding of the key stages and turning points in the persecution and murder...*' The 'Unlocking antisemitism' lesson also encourages students to '*...explore change and continuity in the development of anti-Jewish prejudice*'.
- Newport girls actively hone chronology skills and understanding during lessons 2-3 of the scheme when considering the question of what was the Holocaust focuses upon the evolution of persecution. As noted previously, these lessons rely on issues of definition – and whilst accepting there is variation in historical interpretation – are there some definitions or explanations that students or others offer that may simply be wrong? For clarity of understanding, a basic definition may be advisable, upon which variation and detailed interpretation can be layered. For example – linked to the issue of chronology, from lessons 2-3 when is the Holocaust understood to have taken

place? At what stage in the 'persecution', did it turn distinctively, decisively, to the Holocaust? It seems there is an opportunity within these lessons to make numeracy links as well as significant subject specific substantive knowledge and disciplinary skill gains.

- The scheme presents students with many opportunities to reflect upon historical significance; this was demonstrated in Newport girls' work, but also in the student voice panels. Some framed their understanding in terms of measuring or gauging the Holocaust's importance by the degree to which it is remembered. Others pointed to its ongoing relevance and impact on the world today as evidence of ongoing significance. One student talked of it being remarkable both at the time and since, and this being their yardstick for understanding the importance, whilst another spoke of the Holocaust's significance in terms of its resulting in change, such as making connections to the establishment of the UN, the creation of Israel and ultimately to the genocide convention and principles of international law. Others revealed how the Holocaust resonated with them personally and so held status for them in a way the Battle of Hastings or the industrial revolution did not.
- Students are encouraged to enquire and to explore evidence throughout the scheme; for example its beginning with a homemade child's toy as the foci of student led inquiry (Authentic Encounters, lesson 1). This hook, provides a memorable, personal and emotive stimulus for students questioning and layered discovery. Newport students themselves spoke of the 'layered' and 'poignant' building up of the evidence and understanding garnered as they read case studies, explored various sources and conducted their own research. One of the girls spoke of 'starting small with a toy made the enormity of the Holocaust something we could manage... it encouraged us to keep working and asking questions as we wanted to learn more and so I could tell I was making progress...' The opportunity to explore evidence online and to test claims in individual research encouraged e-literacy and safety, thereby honing learning skills ensured Newport girls had a sense of 'knowing what to look out for'. Students doing their own research to come up with a definition of the Holocaust seems to have been influential in their understanding of trustworthy or reliable sites and sources.
- Historical interpretations feature within Newport's Holocaust scheme of work, especially in lesson 2's exploration of Holocaust definitions. 'Being Human?' also provides students the opportunity to encounter a variety of examples, viewpoints and perspectives. The lesson format encourages learners to share interpretations and engage with the grey areas, rather than simplistic black and white answers.
- This review notes the following regards Newport Girls High School's primary Holocaust scheme of work:
  - There is a clearly articulated rationale for the scheme's content, approach and learning outcomes. The rationale provided is attainable.
  - Stated aims and objectives are broadly coherent.
  - The primary scheme of work is embedded in disciplinary distinctive practice.
  - Much of the scheme's learning is learner led.

- There is no pre-packaging of simple moral meanings. It is not a 'lessons from' scheme, but enables students to make their meaning.
  - As noted in more detail later, the scheme of work does highlight SMSC, fundamental British values or opportunities to further other whole school priorities.
  - No use of graphic imagery.
  - The prominent use of oral history and survivor voice through a variety of personal stories and case studies.
  - It actively encourages the use of specialist keywords. Literacy links are made explicit in the scheme and the student voice and work scrutiny demonstrate the girls accurate use and understanding of a range of technical vocabulary.
  - The scheme does not focus on the use of textbooks.
  - As noted elsewhere, the existing primary scheme lacks in its consideration of pre-war Jewish life and therefore the sense of the diverse community lost. This may be addressed or complement in the pending RE scheme of work.
  - Opportunities included to address misconceptions or misunderstandings – including research informed examples.
  - Formative planned assessment opportunities can be found throughout the scheme, related to and informed by, students progression.
  - Time is programmed within the primary scheme for students to reflect on and respond to formative assessment, marking and feedback.
  - Within the scheme's sequence of lessons, each is connected to the previous and subsequent lesson in terms of narrative and development of thinking, this ensures the primary document as a whole 'makes sense' – both in terms of professionals reviewing curriculum, teaching and learning, and in students' learning experience. Newport girls are generally aware and understand what the series of lessons is trying to achieve. Students are able, in line with the scheme's aims, to articulate how individual lessons within the scheme contributed to their overall learning and refining of their Holocaust understanding.
  - The scheme documentation indicates for colleagues what concepts are being developed, and where this takes place in the scheme of work. For example, total war, persecution or totalitarianism. However, this could further be developed to support students in time recognition of the substantive context or knowledge they are developing.
- Of the eight lessons outlined, five are exclusively based on UCL materials, principles and lessons; including Authentic Encounters, Unlocking antisemitism, British Responses to the Holocaust and Being Human? In addition, the assessment component of the scheme includes statements taken directly from the Centre's students research findings and their causal concepts. In the other lessons, where the school's own innovations or materials from other organisations or sources are used, UCL pedagogy and approaches have been embedded and skilful practitioners have made the lessons their own, fitting the needs and context of their learners or have adapted existing materials and lessons to UCL methodology.

- Enquiry questions are used effectively throughout the scheme. This review finds, based on the scheme of work documentation and in talking with Mrs Seys and Miss Davies, to serve three functions:
  1. To capture the interest and imagination of pupils
  2. To result in range of tangible, lively, substantial and enjoyable ‘outcome’ activities.
  3. To place an aspect of historical thinking, concepts or processes at the forefront of pupils’ minds.
- Whilst ‘Why was the Holocaust able to happen?’ is embedded in disciplinary particularity, Mrs Seys, along with the UCL Centre for Holocaust education have, through CPD enabled some innovation and engagement in English and MFL during the Beacon School year to shape sister schemes of work, individual case study examples and collaborative learning opportunities. It is clear from the quality of contributions within the student voice panel and among staff that this innovation and collaboration is effective in providing a disciplinary approach that has retained subject identity whilst reinforcing and enriching its contribution and inter-connectivity. This has brought reciprocal benefits to each department and students have gained from that broader base and enhanced knowledge. Whilst such collaboration must be carefully managed in terms of time, scheduling, curriculum design and staffing, the joined-up approach has significant benefits for student outcomes. This was reported by staff and students alike to not be a common approach across the school in other contexts. This review suggests this is a pity and potentially a lost opportunity to enrich and innovate the curriculum. A cross curricular Holocaust Day could further be a way in to further this opportunity in a small scale, with potential to roll out in more coordinated way in the medium to long term? Perhaps English – with something on debunking ‘fact from fiction’ in *The Boy in the Striped Pyjamas* – would be an area of opportunity and development moving forward? This could be effective, given students embracing their teachers challenge for them to test myths and misconceptions using historical evidence, source analysis and critical thinking. Alternatively, what can Newport Girls High School leaders learn from successful cross fertilisation of ideas and collaborative approaches, beyond Holocaust teaching and learning?
- The Newport Girls High School History Department is a strong and successful department. With Lead Teacher Mrs Seys’ passion, evolving specialism and drive, with strong support from Miss Davies, the school’s History curriculum offer has produced a researched informed scheme of work about the Holocaust that is solid, now well embedded thanks to school buy in and to students’ outcomes attesting to its innovation, impact and outcomes.
- Mrs Seys made clear the ‘journey’ of Holocaust education, Beacon School status and the scheme of work was on-going, that there are things in the scheme she would now refine and review considering the first cohort – her evaluation document identifies these areas and opportunities, and this was found to be indicative of the History Department’s reflective and developmental ethos.

## b) Literacy

- Literacy is cited within the primary scheme of work as a key institutional benefit of the scheme of work/learning and the approach undertaken. It actively encourages the use of specialist keywords. Literacy links are made explicit in the scheme and the student voice and work scrutiny demonstrate the girls accurate use and understanding of a range of technical vocabulary.
- Literacy, in all its forms, is a noted whole school priority, and thus the Holocaust scheme contributes to this in its *'development of conceptual understanding and the ability to form and explain complex and independent conclusions based on well-developed and sophisticated understanding and evaluation of causation.'*
- Throughout the lesson observation, work scrutiny and in the student voice panel, numerous examples testified to the accurate and thoughtful use of key terminology, subject specific knowledge and student's ability to apply that to their understanding of the world today and their place within it. 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 a range of 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 labels and concepts (such as *perpetrator*, *bystander*, complicity, propaganda and antisemitism).
- Student voice panels throughout this review leant Newport girls the chance to demonstrate their learning through talk. Learners were well able to clarify ideas, talk and think together. Clearly the girls are well used to active listening to understand and recognise the opportunity to widen vocabulary. Students in both panels used a range of specialised vocabulary and demonstrated a rich and sophisticated understanding of the Holocaust, to a level, based on UCL student research, that is well above their peers nationally, and thereby unusual. Student discussions included reference to:
  - Persecution of the Jews, stigma and stereotyping, prejudice and discrimination
  - Antisemitism
  - Pogroms
  - Rescinding of rights
  - Emancipation/*Haskhalah*
  - Final solution
  - Nazi use of euphemism
  - Propaganda
  - Auschwitz-Birkenau
  - Fascism
  - Dictatorship
  - Responsibility, Culpability, Fault, Britain
  - Janusz Korzack

- Sachsenhausen
  - Enabling Act
  - Genocide
  - Personal stories
  - T4
  - Prevention, warning signs, never again
  - 1936 Olympics
  - Kristallnacht
  - Escalation in violence
  - Power, control
  - Total war
  - Denial, fake news, rise of far right
  - Justice/recourse v. punishment/acknowledgement
- Work scrutiny during the review visit revealed learning through writing; the strong use of writing as a tool for thought, the girls' ability to organise and develop their thinking through structured writing, and the recognition and respect for writing as a tool for thought itself as they develop a clear and appropriate form of expression in their work. Take for example the words of student, Rachel, exploring the origins and legacy of genocide, or Alice's summary of Holocaust Education at NGHS – Appendices 2 and 3.
  - As noted previously, Newport Girls High School students can use specific terminology or vocabulary about the Holocaust which reveals their studies to have challenged prevailing myths and misconceptions – with more students specifically naming Treblinka, than Auschwitz-Birkenau, and references to Jadow and *umschlagplatz* which shows an advanced linguistic and historical context. Based on national research this is very encouraging; very different vocabulary being used by comparison to their national peers. The standard of Holocaust accounts and explanations, use of precise terminology, language and detailed classwork was exceptional. Therefore, this aspect of provision and practice could be used as example of best practice for wider school improvement.
  - During the tour of the school it was revealing that two girls spoke of a change in their day to day vocabulary, noting their Holocaust and genocide awareness had heightened their sensitivity to language and the power of words. One said,

*'I used to routinely over exaggerate... It was a lazy thing really, not intended to offend... but I'd say things like "I'm starving", I would complain of the cold and say I was "freezing to death", what I meant to say was I was hungry, peckish even, chilly or cold.. when you learn about the Holocaust and the individual stories of people genuinely starving or freezing to death it is like a jolt that makes you feel embarrassed by the crassness of it.'*

The other girl agreed, and went on:

*'And of course the Nazis were great at manipulating language through euphemisms. They were skilled at using words to hide the reality and that its scary proof of the terrible power of words... and that was quite deliberate... I remember seeing the gates of Auschwitz I and the first time I realised the significance of the words "Work Makes You Free"... that was shocking as it was a lie but also upsetting as it was almost mocking the Jews'.*

- Holocaust education at Newport Girls High School is supporting a range of information retrieval strategies. For example, work scrutiny provides evidence of timelines, note-making grids, summarising and sequencing. Despite a lack of formal literacy learning intentions or objectives included in Holocaust lessons and the scheme documentation, reference to possible strategies are included (keyword/literacy learning points), thereby providing teaching staff with a range of guidance regards approaches that may be undertaken to develop literacy.
- Observations regards the literacy opportunities within Holocaust education provision at Newport Girls School include:
  - The understanding of storytelling as powerful stimuli for changing the way we think, feel and act. Such recognition is also evident in skilful use of case studies to explore conflict or moral dilemmas, for example, in 'Being Human?' lesson.
  - The scheme of work (as well as other subject area provision within the existing curriculum) provides a range of reading materials for students to use and engage with. These include poetry, prose, non-fiction, media and online texts – both in English and in foreign languages.
  - Students are encouraged to learn through texts, thereby developing their research and study skills and ability to read for meaning.
  - Whilst this review did not see evidence of writing skills being explicitly taught, nor the teaching of spelling of key vocabulary, Newport girls are aware of relevant literacy skills for subject specific writing.
  - Lessons plans include keyword or literacy learning points – for example, '*inference, death camp, transit camp, occupation, deportation*' (Lesson plan for review visit observation)
- Given the nature of the school, and girls' attainment on entry being well above the national average, reading ages are not a concern. As a result, Newport Girls High School teachers have not felt it necessary to amend or reject UCL materials, instead these resources have been found to be literacy fit and conceptually challenging.
- During the review, we found students spoke with confidence about their experience of Holocaust education, their time at Newport Girls High School and about their progression. This review considers this to demonstrate a safe and open school, evidencing a strength of engaging students through a vigorous questioning, meaningful talk and active listening. We thereby confirm, within the remit of our visit to Newport, the school's commitment to improving all areas of literacy, enhancing communication skills, student's substantive knowledge, understanding and confidence, is on an upward trajectory.

- Many students throughout the Quality Mark review process spoke about *'enjoying the Holocaust'*, but then corrected themselves, rather apologetically, in some way as felt 'enjoy' wasn't the right word. Their awareness of the power and appropriateness of language was significant – and the HMD2018 theme of the power of words was timely, topical and relevant. 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 all years reflected on the Holocaust experience at Newport Girls High School as something distinctive in their school experience.
- Of course, literacy is not simply the language of written and spoken word – and this review found numerous examples of literacy beyond the academic that Newport Girls High School's Holocaust Education was contributing something distinctive too. Whilst the school's enrichment and SMSC opportunities are strong, religious and cultural literacy could be further developed in lessons relating to the Holocaust – particularly in the relatively little protected time within the scheme devoted to pre-war Jewish life and through the legacy materials. This is particularly relevant given the current absence of teaching and learning about Judaism in KS3 RE, which impedes Holocaust education's ability to provide invaluable religious literacy opportunities to the fullest. However, as noted previously, this is recognised by the Lead Teacher, SLT link and Headteacher alike, and due to be addressed with a new scheme in development for 2018-19. Given rising antisemitism, prevailing myths about Jewishness and why the Jews were targeted, it is vital to any understanding of the Holocaust's impact and relevance that students understand that which was largely lost – namely the Jewish community and what it means to be Jewish.
- Holocaust education teaching and learning at Newport Girls High School is reflective of and contributing to the girls' emotional literacy, but this, as will be discussed later, could be better tracked and understood by staff – and have relevance for whole school developments in SMSC and safeguarding and have implications for potential CPD opportunities. The curriculum provision for Holocaust education at Newport also provides media literacy and e-safety opportunities; this is vital given students' exposure to online, social media stereotypes, misinformation and media representation issues currently so relevant. That Newport girls are developing research and study skills and thereby learning through texts (written and online) is telling; likewise, their familiarity with source analysis protocols enabling them to access the validity of a claim. Students are largely able to identify the 'meaning of the material' encountered and discuss and debate issues raised in articles, sources or media, in a considered and thoughtful way.
- Many of these skills stem from the way complex reading skills are being developed across Newport Girls High School. This review saw and heard of numerous examples where Holocaust education is supporting this through analysing and synthesising a range of case studies in 'Being Human?' to identifying patterns and reorganising information from a text (written or media) in the timeline or Unlocking antisemitism lessons. Such student led learning approaches encouraged by the Centre, means students are regularly considering a range of evidence for themselves, and thereby developing history or disciplinary focused skills such as making hypothesis, inferences and deductions. As students themselves noted, this often led to further independent research and in this way, an interest in the Holocaust generated personalised learning, criticality and effort. A by-

product of this, is a love of learning, reading for pleasure and the ability to recognise variation in writing style and function.

- Linked to SMSC, and discussed more fully later, is the distinctive contribution Holocaust Education at Newport Girls High School is making in terms of supporting and developing student's emotional literacy. One area where this is most striking – and came through in student voice and a range of review evidence – was the survivor encounter and the power of individual stories:
  - *'I think that the Holocaust past from history to something relevant and meaningful for me was when we got the chance to hear Harry's story... to hear a survivor speak about this past made it very personal'*
  - *'We followed Leon and his family from the start and that was a really important thing as it sort of, oh I don't know the word... maybe rooted, what we were doing in something human and real that we could relate to...I think that's what made me really take notice that what we were studying was important and not just a few dates or events to remember for an exam...'*
  - *'In most history I kind of remember dates and facts and what caused what, but with the Holocaust I was more interested in the people and what motivated them...when we learned about the individual stories it always got more complicated and yet it was more interesting as you couldn't help but think about your own views, your own dilemmas and the issues like it facing the world today... it made me think about how people cope, whether they turn to or away from God... and I suppose it made me think about my own attitudes and actions'*
- Given the innovation in the scheme of work, there is also a noteworthy contribution that Newport Girls High School Holocaust education programme is making to information technology, literacy, e-safety and safeguarding. This will be discussed more fully later – but should be recognised as modelling and securing e-safety practices, and more broadly equipping young people with the skills to empower and inform themselves – what is a reliable source/website and so on.

### c) Challenge and engagement

- Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials is a key area for ongoing development at Newport Girls 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.
- Teachers independently noted throughout the review process that Beacon School status had significantly contributed to Newport Girls High School's expectation of challenge and critical flourishing in some areas; consequently, expectations are heightened. 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. It is this review's recommendation, that best practice in Holocaust pedagogy be applied to whole school drives for generic teaching and learning improvement – so as this becomes the norm.

- Newport Girls High School teachers recognise in Holocaust education a valuable and empowering opportunity in its encouraging of reflective practice, where students were responsible for their learning rather than passive consumers of information and then, later, assessed or examined. In this sense, the challenge and student engagement seen in the context of the Holocaust scheme of work is contributing to life-long learning, a love of learning and a thirst for knowledge.
- Looking at the scheme of work itself, teachers clearly have advanced 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.
- Stretching and challenging students through scaffolding their development as critical thinkers and independent learners' is cited within the primary scheme of work as a key institutional benefit of the scheme of work and the approach undertaken. There is a sense that students expect to be challenged at Newport Girls High School, indeed that when curious and engaged the girls could go further with their thinking and outcomes – but this is, in the case of the Holocaust, perhaps compromised by the duty of care commitment to the Year 8 students. As noted previously, is clear Mrs Seys, Miss Davies and colleagues, have the utmost respect for the students in their charge and take their safeguarding and wellbeing seriously, whilst also affording the subject matter and the victims the highest regard. Newport Girls High School staff should be commended in their reflective and considered practice of teaching and learning about the Holocaust, but, be mindful too that young people can engage with this complexity, even in Year 8 – your student outcomes and the student voice responses testify to that.
- Students participating in the two panels spoke of feeling '*trusted*' by their Newport teachers to handle and explore this history. Students were confident that staff would take care with them and not seek to shock or exploit them in their teaching about this subject, but others were alert to a perceived reticence for their teachers to reveal the '*full truth of the Holocaust*' – as if at times staff were '*holding something back*'. One student said, '*Its felt like sometimes they want to make it more gentle or easy for us to take... to make it sound or be less bad...I get they don't want to upset us as we are still quite young, but we are talking about 6 million people being murdered so if that's the facts then we should know*'. This feeling is reflected in some of the student voice focus groups of the Centre's 2016 research, and perhaps means we need to think carefully as educators about the relationship between duty of care and that which is both emotionally and intellectually challenging? Do we underestimate young people at times; might duty of care (for all the best of intentions), hinder challenge? Is protecting self-esteem and emotional wellbeing always helpful to learning? Might schemes of work/learning choices reveal more about teacher sensitivities/confidence than their student's emotional literacy or abilities to handling the complex? Newport girls were

themselves maturely and thoughtfully wrestling with these multifaceted issues when reflecting on teaching and learning about the Holocaust:

*'I think there is a way you can be honest, without upsetting us...the teachers know us and we have good relationships with them so we should be able to face the Holocaust's horrors together. It's hard and challenging and difficult to take in... you know, the enormity and tragedy of it all, ...but the Holocaust shouldn't be easy to study, should it? It should really make us think and feel something... if it doesn't then maybe it wouldn't be being taught right? I don't know, but I wouldn't want my teacher to apologise for having to share and teach us about the horrific events of the Holocaust. That is just what it is.. I'm only 14 yes, but when would be a good time or age to teach someone about mass murder? When would I be less upset or angered by the murder of innocent men and women and kids like me? I think it would be quite disrespectful to gloss over the Holocaust to make it more ok to teach me something about ...especially as anything Miss says is going to be less hard to hear than the survivor stories themselves... If they can come here and tell us their stories and what happened to them and how many family they lost during the Holocaust, then I should be able to handle a few uncomfortable details in a lesson. That's what I think anyway, what do you think?' (The student then turned the question to her peers in the student voice group)*

- As noted previously, there is a tension between the clear principle of it providing demanding, rich and challenging work (understood at the school as entitlement for all) and a duty of care sensitivity given the cohort's age (Year 8, rather than previously Year 9). In many ways the UCL Centre for Holocaust Education's pedagogical approach can creatively engage with this tension, particularly in its recommending a story, object, or personal story as the 'hook' to engage learners or introduce complex concepts. It is this review's belief that whilst there is a climate of what Mary Myatt terms '*high challenge and low threat*' at Newport Girls High School, which has allowed for teaching for depth and clearly impressive student outcomes, there is an identifiable CPD opportunity here to support colleagues in the '*art of challenge*'; either in regard to preparing or planning '*for the top*' or in their recognising how to quickly change teaching and learning pace or strategy in the classroom to move engagement levels up. This is based upon a few examples of students revealing passive engagement traits, and speaks to honing and refining already strong practices for challenge. It is a developmental point for consideration only.
- This review finds that in the context of Holocaust Education a range of subject teachers extend learning well by asking students for explanations in detail, rather than accepting simple short answers. Several Newport staff clearly have effective techniques for involving all students in discussion work, thereby successfully challenging students. In addition, evidence from talking to students in the lesson and during the student voice panel points to teachers routinely checking students' understanding through talk and effective questioning, intervening when necessary, with notable impact on their learning.
- Holocaust teaching and learning at Newport benefits from the school's positive learning environment and investment in equipping learners with a resilience and passion for learning.

Students at Newport do appreciate why *'getting stuck'* or even getting something *'wrong'* is a good or natural part of learning, even a first atttempt in learning.

- The review's lesson observation found 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 an image – an artefact, a source – a homemade toy. The class showed resilience to cope whilst an artefact's context was revealed through questioning and story-telling, their assumptions and prior knowledge being challenged. Mrs Seys blended teacher talk with questioning that promoted group debate and individual discussion. 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.
- Expectations for the highest academic success and regard for holistic development are based upon students largely having the *'right' attitude* and **skills** to progress, likewise the teaching and learning approach encourages the *'right' habits* and provides the *'right' knowledge*. This climate of challenge is rooted in the ethos and values of the school and reveals much of the SLTs leadership, the community of professionals who invest so much in the girl's curriculum, pastoral care and educational experience whilst at Newport Girls High School.
- One teacher commented during the review that having been involved in the UCL CPD day, her thinking and practice regards challenge and independent learning in the classroom had shifted, noting...

*'...if my questioning is right, students can lead the learning and be doing the work... it made me made me realise I was doing too much and my girls weren't being stimulated enough... I also thought more carefully about the quality of the instructions I gave and the importance of explanation, especially when speaking to individual girls or in small groups... If I get my job right, then I facilitate rather than stimulate the learning in the classroom... that's challenged me most and I think that has ultimately meant my students are stretched as their curiosity has been tapped into and the expectations bar has been raised...'*

- On this latter imperative, staff spoke of students' knowing that there was an unwritten expectation for them to think, and to actively engage in the learning process. That student voice reiterated Lead Teacher comments regards engagement, challenge and the impact of UCL Centre for Holocaust Education pedagogy on teaching and learning, was especially revealing regards pedagogy and impact, not least because they spoke of a discernible shift in the teacher style or approach to the Holocaust:
  - *'It was annoying at times as you thought you knew something, you know a fact, or I understood a story or piece of evidence... then the teacher would give us another example or reveal something else and it all changed... but it made me realise that the Holocaust was complex, and I suppose that showed me I shouldn't settle for simple answers as they are likely to be incomplete, maybe even a myth... Now it makes me wonder if I have accepted things in the past*

*and not questioned them enough or settled for one interpretation or based my view on one source? I think I probably have... so learning about the Holocaust taught me more than I realised thinking back... Maybe that is the most important lesson? I don't know...'*

- *'I found I loved history when we studied the Holocaust...suddenly my opinion counted... I related to the individual stories and I found my voice to explain sources...I grew in confidence as I had something to say and I cared about what I was discovering...I put in more effort and time as I wanted to better understand...'*
- *'...I don't remember the textbooks coming out when we did the Holocaust.'*
- *'When we learned about the Holocaust it felt like I was involved. I'm not quite sure how to say it but when we looked at the individual stories we were kind of discovering things for ourselves... we got to ask our questions for a change instead of being asked them by the teacher all the time... I was more interested to find out the answers as it was my question not someone else's... I was more determined to understand and even when an answer led to more questions or it got more complicated I didn't get frustrated... I just wanted to learn more.'*
- *'We did more paired or group work and had the chance to discuss more...I think my thinking about the Holocaust changed most because of that.'*
- *'I don't think Miss stood at the front and lectured us as much...no, I think we did much more discussion work and a shed load more thinking... it was hard work really, but thinking about it, I don't think anyone minded... it was interesting and important, and we learned lots from each other, not just from what Miss told us.'*
- *'I just got sucked into it... and it made me inquisitive. I didn't find the challenge overwhelming or off-putting, I was excited by it... I pushed myself more and got a buzz, (is that too awful to say?) when I discovered something new and understood something better'*
- It was revealing to hear some key Newport Girls High School staff reflect upon UCL Beacon School status having further encouraged a spirit of innovative and challenging teaching and learning. Miss Davies and SLT colleague's absolute commitment to an evidence-informed creative pedagogy, responsive to their learners' needs to secure best outcomes are clear. 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. An increase in criticality and reflection was a noticeable recurring theme when teachers discussed Holocaust related progression and outcomes. Being prepared to take risks in the pedagogy and curriculum context to give learners opportunities and valuable enriching experiences, not always judging quality or worth on the outcome alone, is revealing. The developmental process, the resilience, skills and experience of the learning journey are increasingly understood to be as important as the result – and this provides rich and challenging Holocaust teaching and a learning experience that Newport girls recognise as *'different.'*

- Newport Girls High School students clearly found the new pedagogical approaches of Holocaust education stimulating, engaging, complex and rewarding, therefore positively evidencing challenge and progression.

#### d) Teacher talk, explanation and questioning

- The nature and quality of teacher talk at Newport Girls High School demonstrates high levels of clarity and specialist subject knowledge. The talk, whether in explanation or questioning, is balanced carefully with student activities.
- The variety of teacher talk stance evidenced throughout the review process is significant in terms of sharing best Holocaust pedagogy and practice more widely, for it has generic teaching and learning relevance. At one level, Mrs Seys has a **declared interest** – students understand her passion for Holocaust education and colleagues rightly recognise her emerging specialism – but at times she adopts the role of a **neutral facilitator** in the classroom (enabling the learning to unfold as in the case of Authentic Encounters lesson observation, posing questions, impartially empowering students to discover and uncover the significance of the toy through a layered approach). While it might appear common sense that teachers should be neutral, the reality is that this is almost impossible to achieve. We will always reveal our perspective through the tone we use, the language we use, body language. For this reason, it may be better to aim to take an impartial stance. However, this again is difficult to achieve, particularly if teachers have very strong views on a topic or are emotionally invested; so, it is always worth reflecting on your stance – are you neutral or advocate and what are the challenges and opportunities for either position?
- Reality dictates that in many schools, teachers are expected to present the **official** view. In some cases, this can be very useful, providing teachers with a foundational position to present to students. There also will be times when students' views need to be challenged and teachers should act as **devil's advocate**—particularly when the class appear to hold the same view. In this case you can deliberately inject controversy to ensure that students are exposed to a wide range of perspectives. In talk with individual students or with small groups, Mrs Seys', was, for example, revealed to play this role too, challenging prevailing opinions and seeking to present an alternative view. However, there is always a need to be careful not present extreme views solely to provoke, and conversely not to present so many alternative interpretations that students are confused, overwhelmed or believe almost *'anything goes'*.
- Most telling was the efficacy of using teacher talk deployed as **ally** – this was most revealing in student voice discussions, where a student remarked on a teacher essentially showing support for an under-represented, unpopular interpretation, or indeed by validating an under confident girls view.
- Student voice suggested there was a difference in the amount of teacher talk during their study of the Holocaust; with references to being *'less talked at'*, *'more of a discussion lesson where we listened to each other'* and another commenting, *'as it was more discussion based lessons, it felt like*

*the teacher really wanted to involve us and hear what we thought...it felt genuine and not forced or artificial... I was more likely answer and interact more with Mrs Seys and I learned more I think because it felt so different to teacher at the front telling us stuff...*' This is a revealing trend. The dominance of teacher talk, directed *at* students, is often control and content driven, whilst teacher led learning is typically framed with the teacher primarily talking *to* pupils. Instead, Holocaust education at Newport Girls High School has adopted the Centre's approach of maximising opportunities for student owned learning made possible when the teacher talks primarily *with* students. The ratio of teacher talk was varied not static, clearly impacting student perceptions of how they were encountering the Holocaust in school and often spoken about in terms of a positive change in pedagogy and classroom experience.

- Students in the two review panels linked the framing of teacher talk to the type of learning taking place; for example, group discussion work enabled greater opportunities to talk *with* the teacher and effectively a chance to learn together. Students spoke of classroom experiences of 'choice', where a variety of options were presented and the students were in control of the direction of their learning or of the form their learning outcome would take. Student voice also noted that this change in teacher talk had meant more meaningful questions were asked and explored, whether in one to ones, paired, small group activities or in class debates. These insights are revealing, and it is this reviews suggestion that those responsible for developing teaching and learning across the school look to consider the implications of teacher talk and questioning openings. This could be an area for ongoing CPD and a chance for Mrs Seys and Miss Davies to share best or innovative practice across the school, or indeed a chance for small scale action research in terms of its impact upon student outcomes via assessment or other tracking/monitoring.
- Newport teachers can unpack complexity through talk. Much of this is due to skilful explanation. It was clear from the lesson observation, planning documents and in student voice panels that teachers were successful in making complexity accessible by breaking down explanation. In the Authentic Encounters lesson, for example, this review found Mrs Seys building up understanding, from the simple toy, to the more complex meaning. She successfully linked new Holocaust concepts to previous learning like industrialisation or understandings developed from study of the Victorians. Where relevant, Mrs Seys was able to revisit historical skills and would return regularly to the lessons aims or objectives to ensure the explanations being developed were understood in terms of the 'big picture'.
- This review finds the questioning strategies and outcomes in Holocaust education lessons to be effective, good, varied and meaningful. In lesson 4, for example, there is an identified assessment for learning opportunity which questions the development of students' ability to explain responsibility. Whilst its criteria for assessing the progression made in the lesson is not clear, beyond reference must be made to the key vocabulary (perpetrator, collaborator etc), but is the exercise presented as a question to students – in simple terms of *who* killed Barney Greenman, or framed in such a way as to probe judgement, for example, 'how far...?'

- Effective questions are key to teaching for understanding. The Centre recognises that students cannot be given understanding by the teacher, rather students develop their understanding by comparing their previous experiences with what they currently know, feel, and are experiencing. This review confirms, based on observation, work scrutiny and student voice, that where teaching leads to good or better achievement, skilful questioning and varied use of teacher talk encourages pupils to develop deep and rich understanding. Newport girls' experience of and engagement with Holocaust education is fostered principally through effective questioning which is essential to evolving student understanding.
- The Centre recognises characteristics of effective questioning in the Newport Girls High School Holocaust scheme and in the pedagogy adopted in a variety of ways. We found questioning which
  - Engages feelings as well as thinking
  - Challenges existing thinking and encourages reflection
  - Results in an answer that creates change
  - Expresses genuine curiosity; behind every question there must be an intention to find out
  - Is a vehicle to clarity and making thinking visible
  - Is supported by tone and non-verbal signals that demonstrate interest
  - Is part of an ongoing dialogue which involves relationships between speakers
  - Is paced so that listening to the answer is necessary
  - Has reason, focus, and clarity
- The Socratic nature of the Centre's pedagogy, particularly regards questioning, has clearly influenced teaching and learning about the Holocaust at Newport. Such approaches aim to unearth misconceptions and contradictions and at times can cause cognitive conflict. Within this tension learners are encouraged to question themselves, their assumption and bias, challenge their initial responses and wrestle with complexity, uncomfortable truths. In this Socratic space can the most meaningful teaching and learning about the Holocaust take place as responsibility for the Holocaust conversations and evolving understanding is collective within the classroom.
- Holocaust related questioning at Newport is purposeful. This review finds that to serve at least three functions; eliciting information, building understanding and encouraging reflection.
  - **Eliciting information** to confirm – this was seen in teachers using their questioning for recall and clarifying knowledge. Mrs Seys also used direct questions in the observation to establish expectations (*for example, 'Did someone get a different answer?'/ 'Can someone else offer another view?'*). Student voice revealed the use of questioning to connect learning by eliciting prior experience, this was especially evident in their reflections of the *'Being Human?'* lesson, where students explored *'...what kind of experiences lead people to act that way?'*
  - **Building understanding** through probing questions enables the Holocaust to be explored appropriately. Such questions were deployed to help construct or build new understanding

and facilitated learners expressing their ideas in alternative ways. This promoted students' 'learning to learn' attitudes and thinking about the Holocaust.

- **Encouraging reflection** as teachers seek to provide opportunities for students to deepen understanding. (The review saw this in action during the '*Authentic encounters*' observation – where Mrs Seys, having gradually revealed the story of Leon and the toy, asked '*What are your questions now?*'). Centre pedagogy was encouraging students to access and consider multiple perspectives; and at its best, model and enable evaluation skills by challenging the girls to think critically and creatively.
- There are opportunities to further build upon positive and evolving questioning practices within the scheme and to continue to refine, but also to share that thinking about skilful questioning and probing how we know what we know by challenging or examining truth claims more widely in questioning across the school.
- Review observations regards questioning, particularly regards Holocaust education, include:
  - An appropriate balance between closed and open, and lower/higher order questions pervades the scheme of work/learning and classroom practice.
  - Where closed questions are deployed they quickly and easily elicit fact, single word or short phrase answers. The questioner controls the classroom conversation to test current knowledge, recall and basic comprehension of the learning. Perhaps consider using some of these questions to reveal misunderstanding and understanding, so as to ensure students are not just parroting or relying upon recall.
  - When open questions are deployed, teachers are seeking longer, perhaps '*many*', '*possible*' answers. At their most effective, students are provided 'thinking time' to force girls to think and give reasons or justify their answers. By encouraging equal teacher/student participation – especially in '*Unlocking antisemitism*' and '*Being Human?*' lessons – in the learning conversation, more opinions and ideas can be explored; this demands and helps develop student and teacher listening skills.
  - The lesson observation evidenced Mrs Seys' expertise as a '*minimal encourager*'. She demonstrated a range of simple but effective strategies for encouraging students to 'keep talking'. Using '*nods*' and '*go on...*' she, as questioner, signalled her active listening skills, whilst being non-judgemental, implying no agreement or disagreement necessarily. This saw the girls in greater control of the learning conversation in the classroom and was successful as a mechanism to extend student thinking.
  - There is a staff recognition that young people's questions are '*seeds of learning*'.
  - Where questioning is at its most effective, it demonstrates clarity of teaching purpose, understanding of progression through careful targeting.
  - Where questioning could still further be developed (and linked to findings regards challenge) in consistency for accepting no '*half answers*' – in other words, teachers always stretching a student or group of students in their answers. Mrs Seys has the strategies to do this, but more use could have been made of this to move the learning along, inject pace and challenge learners.

- Newport girls feel their questions are answered – or at least acknowledged and discussed by their teachers (even if not always black and white answers) – and are confident in their teachers that, should they have a further question, they can ask.
- The lesson observation showed Mrs Seys to deploy a range of questioning strategies. For example, not cold calling or only hands up, but targeting a variety of pupils with differentiated questions. There were moments in the lesson when the questions targeted the next step in learning, and at other times when questioning was used to pick up lesson pace. Principles of pose, pause, pounce and bounce were evident and a clear understanding of questioning for higher order thinking. Perhaps colleagues might consider Gardeners octet (questioning via numbers, words, people, feelings, nature, action, sound and sights) as an alternative on occasion, to Blooms taxonomy?
- Students spoke of Holocaust education *‘providing answers that then raised their own questions’*; and talked during review panel discussions about how the teaching strategies employed by staff were *‘interesting’* and helped them to *‘learn a lot’*; and – with customary embarrassment – conceded they felt *‘enjoyment’* towards their learning about the Holocaust.

**e) Differentiation, SEND and inclusion; impact on vulnerable learners and targeted groups**

- Newport Girls High School has clear and transparent policies regards SEND, pupil premium and vulnerable learners.<sup>6</sup> Whilst this review provides a mere snap-shot of whole school provision, it was clear from the process that underpinning the schools’ academic and pastoral success is an understanding of SEND or other need as key to improve the outcomes for every child.
- It was clear throughout the review process that the school and its staff take duty of care, safeguarding and its statutory and non-statutory obligations for vulnerable learners seriously. For example: *‘When a pupil has been identified as having SEN/D, our aim is to remove any barriers to learning and put effective SEN/D provision in place. The procedure for provision applies to all pupils requiring SEN/D support, regardless of whether they have an EHC plan or not. The SEN/D Code of Practice outlines a graduated approach to SEN/D provision, which involves a process of revisiting, reviewing and refining the understanding of a pupils needs and the provision being made in order to secure the best outcomes for that pupil.’*
- This review found, especially in relation to the lesson observed, that Newport teachers know their students well and have an acute appreciation of strengths and needs of individual learners which allows for both highly effective support and challenge across the ability range, including intervention where necessary.
- Throughout the review process significant numbers of Newport Girls High School staff expressed their educational vision and purpose within a context and vocabulary of rights; including within the context of SEND, this translates to a shared commitment to every child’s entitlement to an education that fits their needs. More than that, staff advocated the entitlement of young people to

<sup>6</sup> See: <http://www.nghs.org.uk/school-information/>

be equipped and encouraged to be active and contributing members of their community/ communities – irrespective of need. This speaks to Newport’s values and ethos, which ensures that all young people have a right to quality provision for, and experience of Holocaust education – the caveats of stage (not age) appropriateness and of strong established relationships apply – where staff were ambitious for quality cognitive and affective outcomes for all following their study of the Holocaust in History lessons or elsewhere.

- Whilst this review can draw only on a snapshot sample specific to the History department in exploring the teaching and learning concerned with the Holocaust, we contend that, both in work scrutiny and student voice, differentiation is evident and of a good quality. Mrs Seys’ lesson plan for the lesson observed for this review process, showcased effective use of tracking data to inform intervention, making sure that *‘closing the gap’* is a key priority, all of which was based upon personalising the learning and building upon positive student-teacher relationships. This reflects the principled and student focused way of thinking about teaching and learning that the review found to prevail at Newport.
- The review process found numerous examples of differentiation within teaching and learning about the Holocaust, especially in terms of valuing and planning for diversity in heterogeneous settings. It was apparent that differentiation was understood as a student focused way of thinking about generic teaching and learning. It was evident in discussions with Mrs Seys and colleagues that differentiation was at the heart of quality teaching and not an after-thought.
- The Holocaust scheme of work reflected this thinking with its use of whole group, small group and individual tasks that were based on content and student need.
- It is this review’s belief, that the above culture of thinking regards differentiation, especially in relation to the Holocaust scheme of work, has led to some ‘teaching up’ – the many innovative strategies skilfully deployed by Mrs Seys and colleagues when teaching about the Holocaust has ensured challenge and progression for all learners. Differentiation within a context of ‘high challenge, low threat’, is key to the impact on learner’s engagement and outcomes – but perhaps consider if you are also differentiating for your most able and not just those with a ‘need’, to ensure differentiation is sufficient to challenge all learners.
- An area for future development could be the particular tracking – whether in terms of data, engagement, focus groups – for a target group of learners as this would further help Mrs Seys’ and Miss Davies better understand the impact of the Beacon School work upon vulnerable or most able learners.
- Art, literary and creative approaches within the scheme of work have also ensured a range of learners have been able to access and demonstrate their knowledge and understanding in alternative ways to traditional assessment or extended writing tasks. For some learners this has been vital and key to the scheme’s success.

## f) Creativity and innovation

- Within the ‘Why was the Holocaust able to happen?’ scheme of work, developed during the Beacon School year, there are numerous examples of creativity and innovation – more than this review report can do justice to. Some examples are included in Appendices 4-6, but, we would like to draw attention to the following notable elements within Newport’s Holocaust education provision:
  - Opportunity and pragmatism within Holocaust teaching and learning enables students to draw upon their imagination and creativity, both within the learning process itself, as well as in demonstrating understanding in outcome project pieces.
  - Strong literacy teaching is supported by powerful storytelling, oral and written.
  - Visual stimulus features prominently in classroom practice. Visual questions often act as a hook to the learning (*what do you see, what questions would you ask, where is the learning, how far could you take it?*) and sometimes the form of student outcomes are artistic in nature. In addition to the creativity and artistic responses facilitated through the scheme of work’s powerful use of visual stimulus was its ability to encourage and engage learners in embracing independent challenge.
  - Creating a ‘*sense of wonder*’ through teacher delivery, content or activity choices is recognised as important for student attainment and achievement. The curiosity engendered by Barney’s toy in the scheme of work, for example, are credited with extending learning through storytelling, student led questioning and visualisation.
  - Mrs Seys and colleagues nurture and take advantage of students as resource to support each other in the classroom.
  - The range of Centre resources used in the lessons and materials from other organisations like the Holocaust Educational Trust, create curiosity among Newport girls and a keenness to learn.
  - Creative opportunities have supported students’ cultural understandings of the Holocaust – and enabled their consideration of civic relevance of this subject matter to today’s world.
  - 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.
  - Without ever losing disciplinary focus, Mrs Seys has produced a scheme of work that enables creative responses and artistic expression. Whilst these are not detailed or extended historical writing responses, they have supported the historical learning taking place and clearly demonstrate historical knowledge and application of key skills necessary to a ‘good historian’.
- Examples found in the appendices of this report reveal that whilst there are artistic interpretations and literary representations of the Holocaust produced at the end of the unit, these are imbued with deep historical understanding. The ‘surviving survival’ response is especially revealing in this regard for its distinctive presentation, powerful use of questioning and choice of language.

Similarly, in the ‘never again’ artwork there is a clarity of understanding both of the Holocaust and of subsequent genocide.

- The quality of student writing, particularly, the poetry is exceptional. The review suggests collating the Holocaust related writing for the purposes of creating a book. Similarly, given the artistic and representational strengths of the girls’ responses to the Holocaust, designing or establishing a school memorial as a focal point for remembrance, use on anniversaries and a visible symbol of the community’s commitment to Holocaust and genocide related issues.

### g) Generic Teaching and Learning

- Newport Girls High School’s teaching and learning was adjudged grade 2, or good, in its 2007 Ofsted report. At the time the report found teachers to be *‘well qualified specialists’, who ‘prepare challenging lessons, well matched to the girl’s abilities’*. The report went on to praise the very strong and positive relationships between teacher and student which contributed to the prevailing culture of learning at Newport. The report, as will be discussed further later, also recognised initiatives introduced to strengthen the use of assessment to further enhance learning, but noted that: *‘In the less successful lessons, however, teachers do not always make the expected outcomes for girls’ learning clear and measurable.’* This review concurs.
- Newport Girls High School have 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. This remains most notable in the History department, who take the lead on this project in the school. That said, there are wider examples of the IHRA<sup>7</sup> principles and teaching and learning guidelines being applied elsewhere, in MFL and Geography particularly. It would be good to see knowledge of these principles spread and further embed as the school develops its Holocaust education provision – particularly as they are essentially excellent generic pedagogical guidelines, applicable in a range of contexts.
- Teaching and learning as seen, experienced in this review, is in line with school policy. Based upon work scrutiny, student voice panels, lesson observation, a document trawl and conversations with key staff, this review finds Holocaust teaching and learning at Newport Girls High School to feature:
  - Lesson intentions that are routinely shared and consistently understood.
  - Spaced repetition within Holocaust teaching and learning, whether within an individual or a series of lessons.
  - Understanding, rather than task driven, schemes of work/learning.
  - Conceptual and disciplinary thinking embedded.
  - Enables students to identify its relevance and see the learnings *‘bigger picture.’*
  - Some successful interleaving of different but related topics.

<sup>7</sup> See for example: <https://www.holocaustremembrance.com/educational-materials/how-teach-about-holocaust-in-schools>

- On task behaviour of students – most are actively engaged in their learning, but a few remain passively compliant. So, are **all** pupils working **equally** hard in lessons? This necessarily has implications regards challenge for all
  - Criticality and independent thinking fostered, often thanks to teacher’s ability to unpack complex or challenging issues through sound explanation and good questioning.
- As part of this review, a History lesson – a Year 8 lesson on ‘Authentic Encounters’ - was observed. From the outset, intended outcomes were clear to students: objectives were outlined by the teacher, and these were reinforced throughout the lesson. A deft approach to questioning was a key feature, allowing students to develop a sense of achievement and enabling the teacher to assess progress. Meanwhile, the central activities of the lesson allowed the teacher to check comprehension and gave students the opportunity to demonstrate their skills of independent analysis and evaluation. The observed lesson - with Mrs Seys - bore key hallmarks of quality teaching, rather than just quality teaching about the Holocaust. Objectives were clearly outlined from the start and logically built on the previous lesson of the scheme of work, with students invited to demonstrate their existing knowledge and understanding. The activities both consolidated what students knew and understood at the same time as expanding these. Throughout, the teacher intervened as and when necessary to advance learning, with strengths being their questioning and attempts to ensure students were thinking about concepts and conceptual frameworks and not just substantive knowledge.
  - As the lesson observation notes indicate, this was a well-constructed and delivered lesson, by a passionate practitioner, where students consolidated and developed knowledge, good progress was made and understanding was growing.
  - As Beacon School Lead teacher, Mrs Seys was observed. Whilst detailed analysis and observation comments can be found in Appendix 1, it is worth noting here some of generic feedback and acknowledgement for her classroom practice based upon work scrutiny and that Holocaust focused lesson:
    - In line with teacher standards, Mrs Seys models positive behaviours and attitudes; setting high expectations of herself and others.
    - She creates a classroom environment that is purposeful, based on mutual respect and calmness.
    - Mrs Seys understands and champions to students a sense of valuing mistakes as a learning opportunity.
    - Where appropriate, she encourages repetition in her teaching and feedback – do it again – to raise standards and refine understanding. Expectations relating to academic outcomes are aspirational.
    - She consistently applies school behaviour/sanctions, along with praise and reward policies.
    - The Lead Teacher is a reflective practitioner and is, on occasion, prepared to take risks in her teaching and learning.

- Whilst allowing student choice and encouraging independence, Mrs Seys does not accept 'opt outs'.
  - Mrs Seys' plays her part in creating the positive relationships and climate of the school, reflecting its ethos with her focus upon fostering mutual respect and trust
- Several features of the lesson observation were raised in focus group discussions with Newport staff. For example, the importance of contextualisation was strongly advocated, as was the need for developing inquisitive and curious mind-sets. Similarly, a proclivity for personal stories in their teaching, as a means for achieving student understanding of complex subject matter. Indeed, student voice linked survivor stories and victim case studies with their willingness to try. Several spoke of their desire to find out more, *'to do them proud by working hard'*.
  - The strong skills, toolkit, confidence, and teaching and learning strategies of Newport Girls High School staff when planning and delivering Holocaust education, is matched only by their total commitment, strength of personal relationships, knowledge and care for their learners. Students openly and independently praised the quality of teaching about the Holocaust during the student voice panel;
    - *'It's a real passion for Mrs Seys and it shows'*
    - *'Of course, I had heard of the Holocaust. I guess I thought I knew all about it, but it turns out I didn't know much at all and what I did know, I am not sure what I was basing that on ... That's quite a scary thing when you realise what you think you know is a myth or is in fact wrong... the way we have been taught now makes me a bit aware of the need to question things and not be so accepting... That's been the best bit I think and was possible because of the way we were taught'*
    - *'I cared about the topic and I could see Mrs Seys did too, so I think you try harder because of that...'*
    - *'...you kind of feel like you want to look after or protect these incredible victim and survivor stories that you learn about in the lesson... I found I was listening harder... and push yourself to look for more answers or understanding...'*
    - *'I just sensed this was important... I guess other things in school are too, but this felt real...it was different to other things I have learned about... I just connected and got it... the effort to try to make sense of it seemed worthwhile... it felt like the least I could do...'*
    - *'It's the only time in school where it was obvious to me that I was learning...I could tell I was improving as my understanding grew because the types of questions I was asking changed...'*
    - *'Is it wrong to say I loved learning about the Holocaust?'*

- *'I learned a lot... but I think the biggest thing I learned was that there is still so much more to learn about the Holocaust, and that we need to learn these lessons...'*
- Newport Girls High School students noted that in Holocaust related lessons there would likely be more opportunity for further research and in-depth discovery through use of computers, various resources and in preparation for presentation or answering key questions. One of the student voice contributors commented *'We got lots of opportunities to discover stuff for ourselves and were encouraged to do independent research ...'* She went on to say this was important because she felt ownership of the learning and not like it was *just 'told us and we would be expected to remember it'*. Another student interjected to suggest that the approach in the Holocaust lessons wasn't just teaching them about the Holocaust itself, but also about life skills, saying

*'I learned a lot from being trusted to research things myself because I'd be taught what to look out for and what to avoid... you know you can find some really nasty sites if you just type in, you know,... google the Holocaust...and some of it is denial or fake...but when you have been taught good source skills and strategies to test claims you see, then it can be really exciting to discover stuff yourself... and I think I will remember it more because I found it out myself not Miss just telling me it.'*

With another like-minded student adding:

*'Yeah, you feel like a real historian exploring and learning as you go...I found the more I learned the more questions I had and that meant more research...'*

This led to another agreeing, saying that they had used these research skills in other lessons and how useful the learning process was, not simply the historical knowledge and understanding. Students then quickly clarified, in case that was taken to mean they weren't interested in the substance of their learning – on the contrary they were utterly immersed in it – but they were aware they were learning more than just the history, *'the skills'* or strategies that could be useful in other areas of their studies. For some, this was revelatory, and seems to have impacted in areas beyond history or indeed school life.

- Student insights on the way teaching and learning about the Holocaust manifested itself differently compared to other topics or subjects at Newport Girls High School was overwhelmingly positive, confirmed in outcomes, and could well be transferrable to driving and developing best practice in teaching and learning across the school. Students independently spoke of the variety of tasks and approaches in Holocaust related lessons, that they were always doing *'something different'*, that they were being *'challenged'* and, as noted previously, *'trusted'* with difficult, often sensitive or disturbing and complex materials, often working independently or collaboratively with peers to *'discover for ourselves'* and given *'free reign'* to wander, to look, to research, to question and to *'later come together to discuss'* or in teacher terms – only then was consolidation, comprehension and teacher talk used to evaluate progress. Other students spoke of their experience of Holocaust

lessons as being more like *'solving a mystery'*, where they pieced evidence, interpretations and questions together for themselves rather than be told.

- It was clear from discussions with Miss Davies, Mrs Seys and subject leaders that Beacon School status has been a catalyst for powerful teaching and learning, pedagogic conversations among staff and greater, deeper reflection. The pedagogical principles and strategies originating from the Centre have now taken root in other, non-Holocaust related, subjects and topics. Newport Girls High School staff independently report that the UCL approach has impacted positively and further developed already good teaching and learning practice across the school. Beacon School status was widely credited as having significantly contributed to a *'shift in thought processes'* and impacting upon practice, particularly its research informed and evidence base; sometimes consciously and subconsciously.
- This review finds that Newport Girls 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.
- It was apparent throughout the review process that pedagogy and classroom practice, in terms of Holocaust education, has meaningfully improved because of Beacon School status. It is also clear from talking to Lead Teacher Mrs Seys and her colleagues that CPD input from the Centre for Holocaust Education has moved departmental and wider school practice forward.

#### **h) Research informed approach and reflective practice**

- Newport Girls High School values research informed practice and Mrs Seys has embraced the UCL Centre teacher and student report findings in terms of informing classroom practice. She praises the national research study findings for *'massively'* shaping her History Holocaust scheme of work and of influencing pedagogy in her practice, particularly the influence and impact of the textbook analysis task undertaken in both the MA module and at the London residential.
- Much of the History scheme of work is now framed to respond to a myth or misconception revealed in the UCL research. It aims to challenge, for example, that Hitler or a few henchmen were to blame, and to put causal historical concepts at the heart of its study of what the Holocaust was and how it could happen. Mrs Seys credits the Centre's research with significantly shaping the direction of the scheme and as such has engaged in greater academic study which itself she sees as having enriched challenge within the classroom.
- Teaching and learning about the Holocaust at Newport Girls High School has been influenced by the 2016 findings of the UCL national student survey and research findings in terms of appreciating

young people's myths and misconceptions, but also illuminating regards the shifting cultural influences which contribute to that understanding, and how many students are now exposed to a degree of Holocaust education at primary school. The Centre do not consider the national findings in the context of teachers or students failing, rather a result of the *'common knowledge'* of the Holocaust which circulates widely within British society today, and the wide acceptance of myths and misconceptions about this complex past. Popular culture is full of representations of Hitler and the Nazis, a shorthand for 'evil' now so common that people widely believe they know about the Holocaust without having studied it – but Newport's Holocaust scheme of work is going some way to address simplistic understandings. We know that nationally students' ideas appear to draw heavily from that popular culture. This is borne out by the certainty with which many students held incorrect ideas about the Holocaust. Wrong answers in the Centre's survey were not just guessed at: often students said they were confident that they were correct; so providing a scheme of work/scheme of lessons that is responsive to internationally recognised research is both empowering and innovative.

- This review can confidently confirm quality teaching and learning about the Holocaust at Newport Girls High School based upon various student outcome indicators, including the student voice panel. When asked what they had learned, surprised, shocked or challenged them in their learning, students were able to recall and articulate a range of insights that demonstrated sophisticated and meaningful learning had taken place. School teachers have clearly sought to explicitly challenge widely held societal myths and misconceptions within their planning and teaching of the History scheme of work developed during the Beacon School year and since.
- There was more than one example in the student voice panel, alluding to *'...the many people, not just the killers, who made the Holocaust happen'* and during the work scrutiny there were numerous examples of students using evidence and case studies to grapple with the complexity of complicity, compliance and responsibility; itself a meritorious and impressive student outcome. The Centre's *'Being Human?'* lesson was widely credited, by both students and staff, as key to being able to reconsider the issues; uncovering how and why ordinary people became complicit in mass murder. The case studies enabled young people to pose searching questions about what it is to be a citizen in the modern world among themselves and explore their questions like 'How was the Holocaust humanly possible?' 'What kind of people became perpetrators and collaborators?' 'What sort of people resisted the Nazis or risked everything to save their Jewish neighbours?' and 'Who gains from genocide?' or indeed, 'Why do some people lead or get involved in mass murder and others not, either standing by or actively resisting and rescuing?'
- By highlighting prevailing myths and misconceptions in the data and by applying the research to her school and class contexts, Mrs Seys has been able to begin to make inroads on those stubbornly prevailing societal myths. As a school, engagement and familiarity with the national survey results have enabled 'casual antisemitism' such as 'All Jewish people are rich' to be discussed and successfully challenged. Perhaps a school case study could be considered – a pre- and post-knowledge test (based on the UCL questionnaire?) could be deployed should the school be

interested to compare themselves to the national survey data. This could be an avenue for a small-scale piece of action research or ongoing collaboration with Centre staff.

- During the student voice review panel, students discussed a range of pedagogical and ethical considerations that demonstrated maturity and insight beyond their years; regards the use of atrocity images, or the potential for ‘shock and awe’ when learning about the Holocaust they commented that:
  - *‘...there wasn’t too much horror... Miss was gentle with us really... maybe sometimes protected us from the grim reality...’*
  - *‘It was tough at times but I kind of expected it to be...learning about the Holocaust was going to be shocking and difficult wasn’t it? It should make us a bit uncomfortable, its mass murder after all...’*
  - *‘Miss apologised a lot to us for it being difficult... she recognised it was sad and upsetting...part of me liked that as it made me feel safe, like she kinda of knew it would be tough to study, but then as the unit went on it made me cross... Miss shouldn’t have to apologise for the Nazis or the Holocaust or for teaching about it now so as its not forgotten... it’s not her fault the Nazis killed Barney and built gas chambers... the Holocaust was terrible, so if we learn about it we should have to deal with its reality, and if it’s hard, which it was, then that’s not the teachers fault either and she shouldn’t feel like she has to apologise for making us think...’*
- 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’. Newport girls were insistent that what they understood as the ‘reality’ of the Holocaust should not be hidden from them (by that they meant the horror or true nature of genocide and mass violence) and felt that by learning about the Holocaust the way they did, that they had been respected by not being given a ‘sugar coated version’.
- It was noticeable that a vocabulary of rights was an undercurrent, informing or framing several student contributions throughout the review process. This indicates a positive climate within which to consider application to become a UNICEF rights respecting school. Many of the school’s pastoral, community, international and enrichment opportunities (including Holocaust and genocide education) are embodied in these principles and collectively would be a good foundation upon which more human rights education work could be built. The reviewer provided both Mrs Seys and Miss Davies examples of links that could be made in this area – most notably regards the work and story of Janusz Korczak, and there was some interest from Mr Scott regards ideas about how this might be developed in the future with greater CPD involvement across the school, internal conversations and collaboration with feeder and wider partnerships. In addition to the UNICEF Rights Respecting Schools offer of professional development and support the Centre stands ready to facilitate such opportunities; for example, additional CPD opportunities such as ‘Pursuit of

Justice’ – with its rights and justice focus - can be arranged via the Centre’s Tom Haward or by contacting Shazia Syed.

- Thereby this review commends the History department, Mrs Seys, Miss Davies and their colleagues at Newport Girls High School for providing a rich and powerful Holocaust education learning experience. It is clear students are making significant progress, both academically and personally in this area of their studies, and these holistic outcomes and attainment successes are rooted in strong and evolving teaching and learning practices.
- In conversation middle and senior leaders were found to be highly focused and dedicated to maintaining standards of teaching and learning, as well as extremely committed to furthering students’ progression and personal development.
- Newport Girls 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 Newport Girls High School’s Holocaust education evolving provision, its quality teaching and learning is indeed strong and successful; a powerful contributor to a curriculum that informs, engages, empowers and inspires its learners and wider school improvement.

#### **Potential areas for future development:**

- Quality teaching and learning about the Holocaust is largely thanks to a thoughtful, innovative, challenging and rich scheme of work. It may be worth considering scope for including the forthcoming UCL Centre for Holocaust Education resource ‘Forgotten History: what happened in East and how do we know?’ This is being produced in conjunction with the Imperial War Museum and may be something to consider in relation to your geography of the Holocaust/*Einstazgruppen* lessons. We would also suggest, whether in the primary scheme or elsewhere in the schools provision, opportunities be developed to explore the pre and post war impact of the Holocaust on the Jewish community and wider world.
- Whilst hugely impactful, might sustainability and pragmatic concerns mean some of the History burden be shared with other relevant faculties or across the school? Might this create cross curricular and further innovative and collaborative opportunities? Perhaps a re-audit of current provision could highlight overlaps or possibilities for innovation or collaboration.

- Given the success and undoubted effectiveness of the UCL pedagogy for Holocaust education consider opportunities for this supporting whole staff teaching and learning improvement – share existing best practice. There is so much in this review – it should not be seen as niche to Holocaust education, rather that it could be transformative and key to supporting/driving school improvement. This could mean questioning or teacher talk is further developed across the school based on Holocaust education’s case study.

\*See also Mrs Seys SWOT analysis

### 3. Assessment, achievement and outcomes for students

Newport Girls High School attaches considerable importance to matters relating to students' assessment, achievement and outcomes, both academic and holistic. Across the school these are monitored effectively through accurate data capture and other means for progression and targeted intervention purposes. The History Department complies with whole school assessment and monitoring processes. Newport Girls High School has evolving methods of planned, standardised and formal assessment for learning opportunities. However, the place of Holocaust education within that school wide and departmental assessment framework is unclear.

At the time of the review it appeared prior learning regards the Holocaust was not established or formally baselined in the primary scheme of work or learning.<sup>8</sup> That said, assessment can be challenging if the scheme of work/learning approach adopted highlights 'no prescribed correct answers or ways to arrive at these' – as what then can be accessed and how? By way of illustrating progression and the impact of the scheme of work/learning, Mrs Seys provided the review the following summary document:

#### 'Survey of year 8 students regarding the impact of learning about the Holocaust'

Students who have just concluded their study of the Holocaust were asked to complete an optional, anonymous survey about their learning. Results are summarised below:

	More		Equally		Less	
	Opted GCSE	Not opted	Opted GCSE	Not opted	Opted GCSE	Not opted
Interesting	55	75	45	25		
Challenging	19		71	92	10	8
Important	68	58	32	42		
Likely to continue to study History in the future	65	33	35	65		

*Figures show the percentage of students in each group [those who have and have not opted for GCSE History] who responded for each option. Questions were based on a comparison to other year 8 topics, which have included the slave trade, Gandhi's campaign and the end of the British Empire in India, the First World War and Life in Nazi Germany.*

- Quite clearly, all students felt that the Holocaust was an important topic to learn about, with a majority in both groups feeling that it was more important than other topics studied in year 8 so far.

<sup>8</sup> Is it recognised that in Year 8 students' English assessment of the poem 'Vultures', which comes after students have studied the Holocaust in the primary History scheme of work/learning, that reference is made to prior learning.

- In both groups there was a consensus that the topic was more interesting than other year 8 topics, and this was more noticeably the case in the group who have not opted to continue with History at GCSE
- In the group who have opted for History GCSE, studying about the Holocaust seemed to strengthen and confirm their desire to study History at GCSE and beyond. Interestingly, 35% of those who have not opted for GCSE History expressed that they felt more inclined to continue their study of History as a result of the unit of work on the Holocaust.
- Some students chose to add comments with their answers, which are quoted below:
  - Studying the Holocaust has been more challenging than other topics as it is difficult to learn about as it was so sad and horrific
  - It has been more challenging in a positive way as we have gone deeper than in other topics and challenged lots of the ideas that I had before about it.
  - Because it's more interesting I listen more so I have found this topic less challenging overall

Students were also asked whether their understanding of different topics had changed at all as a result of their study of the Holocaust. Results are as follows [totals show percentages of responses]:

	Fully changed		Partially changed		Not changed at all	
	GCSE	NONE GCSE	GCSE	NONE GCSE	GCSE	NONE GCSE
What is meant by 'the Holocaust'	46	42	46	58	8	
Who was responsible	52	25	39	58	9	17
Why it happened	61	42	32	50	7	8
Where it happened	32	17	50	50	18	33
When it happened	14		29	42	57	58
How it happened	54	17	39	67	7	16
How it affected people	57	50	39	42	4	8
Why we should	36		39	75	25	25

remember it						
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It is unclear to this review how reflective this is in terms of illustrating the quality provision for and impact of Holocaust education at Newport Girls Schools. The review process - as a whole - finds so much profoundly meaningful teaching and learning taking place, so much innovation and quality practice, clear and wide-ranging outcomes for students, that it is hard to do justice and capture it in this report that it is disappointing that internally Newport staff are not yet collating 'light touch' evidence of impact of the Holocaust education work undertaken. This following is not intended to give the impression that Newport staff do not know their students or be aware of the girls' progression. Nor should it be taken as undue criticism, but rather be seen in developmental terms; for whilst it is heartening for History staff to garner from surveys that students 'felt' or recognise the Holocaust's importance – knowing why or what it is that makes it more significant than other Year 8 topics could be more revealing and useful. Is it the subject matter or perhaps the distinctive pedagogy that is making a difference? Understanding what it is about the Holocaust scheme that was more interesting to students than other History units, particularly if this is noticeably linked to perceptions of History and GCE options, could be key to on-going departmental and school-wide improvement in teaching and learning. Student voice can provide compelling insights here – so perhaps an annual focus group would prove a useful and timely mechanism to better understand what is working well or where misconceptions stubbornly prevail.

Nor does the above analysis provided by Mrs Seys, in this review's opinion as a critical friend, provide trend data that could be useful to the ongoing development or progression of the programme as lived at Newport. For example, this review finds compelling evidence of the strong and shifting knowledge and understanding of the Holocaust. But with no baselining of basic knowledge – such as when the Holocaust happened, where it happened, why and even what is meant by the term – it is unclear what is meant by students understanding 'fully changed, partially changed' or 'not changed at all'. Students could well have a misunderstanding and have stuck to that view during the teaching process – or held a conceptually sound understanding from the start, held on to that or even developed a wrong or false view during the teaching process, thereby not changed at all or fully changing their view. Without understanding prior knowledge, relying on student self-assessment in this way is often unreliable, or at best, poses more questions than answers. That is not to say students are unable to reveal important and useful trends and truths to teachers; student voice panel comments at Newport, where the girls contextualised their learning and provided examples of their progression, were powerful and provided meaningful evidence. Essentially what is currently lacking here is a simple baseline. 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? This could be offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time. With such information noted, the subsequent questions regard whether understandings had 'fully changed, partially changed' or 'not changed at all' would be more meaningful.

There are just so many indicators that could be brought together to showcase the depth of your offer – both academic and holistic. Middle leaders do 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 are determined to have highest expectations for all – but it is frustrating not to see that celebrated and acknowledged more fully, nor used effectively to refine or shape future developments. Consequently, this review actively encourages teaching and learning and data SLT leads at Newport to consider how best to capture and provide a compelling narrative for the outcomes of Beacon School work and continued raising standards. This needs not be a new approach, rather more effective collation or capture of the existing and hugely impressive outcomes – the Centre stands ready to support the school, should Mrs Seys, Miss Davies or others be interested in exploring this further. Student substantive knowledge and understanding is undoubtedly rich and varied. Throughout the student voice panels, a range of students were eloquently able to speak of their developing knowledge and understanding of the Holocaust, often referencing the myths and misconceptions that the scheme of work/learning exposed. The school has such a positive and compelling story to tell – it just needs a coherent and simple framework to better showcase its journey.

#### a) Assessment

- It is evident that the scheme of work/learning is framed with some key episodes for formative assessment. This takes place throughout the teaching and learning process to clarify student learning and understanding and is most notably framed as assessment for learning. For example, lesson 4 of the primary scheme of work is the UCL lesson, Being Human? This lesson lends itself to pre- and post-lesson learning opportunities to capture the shift in student thinking. Indeed, comments from the student voice panels alluded to the self-awareness of those who could articulate the complexities of the human condition (that student understanding of behaviour or motivation became more 'grey', increasingly nuanced, rather than 'black and white') and the limitations of labels like perpetrator, bystander, collaborator and rescuer,
- Similarly, in lesson 5, is there a simple way to 'take the temperature' of the students' knowledge or awareness of antisemitism in a starter activity, to contrast or compare, track and monitor against the later written response to 'how far does historical antisemitism help to explain why the Holocaust was possible'? This approach to teaching and learning creates feedback which is then used to improve students' performance; students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. It also allows for frequent monitoring of progression; minimal but effective evidencing of myths and misconceptions being challenged and timely intervention for prevailing misunderstandings.
- Many of the planned formative assessment opportunities within the scheme of work/learning help students throughout identify their strengths and weaknesses and target areas that need work. This is demonstrated in work scrutiny, where students have responded to teacher marking and ongoing feedback to improve or develop their work; whether in terms of knowledge, understanding or a skill. It similarly provides opportunities for and helps the faculty to recognise where students are struggling and address problems immediately. There is an opportunity to develop this further, particularly to evidence skill mastery, or in terms of addressing myths and misconceptions of the Holocaust. A student and teacher *assessment for learning* sheet could be quickly developed to itemise themes or lesson topics from the scheme which could easily be linked to identifiable historical concepts or skills such as

- Authentic Encounters: Questioning the Source/Mining the evidence - Source Analysis
- Unlocking Anti-Semitism: Venn Diagram - Cause & Consequence

Such a checklist could enable self or peer RAG rating of student understanding of the lesson content and/or the historical skill, whilst this could be quickly confirmed with a teacher column of emerging, developing, secure or mastery during classwork marking. This could be used to triangulate with student voice claims whereby they referenced shifts in their thinking. Newport girls provided many examples to illustrate how their knowledge, understanding and thinking had progressed during the study of the Holocaust and were able to articulately explain their own progress and developmental needs considering the planned assessment for learning opportunities that litter the scheme of work/learning.

- Whilst there is no formal summative assessment of this scheme, in the traditional sense of the word, there is an end of unit project, which does allow the girls to showcase their sound historical understanding of the Holocaust. This project has a generic mark scheme or success criteria, which reflects the stated scheme of work/learning aims and its key question – and as evidenced in Appendix 4, this form of assessment, does demonstrate the depth of learning that has undoubtedly taken place. It is a purposeful process, but students are not formally baselined meaning it is difficult to exemplify just how far students have progressed, be that in terms of substantive knowledge and understanding, historical skills (albeit the project references explicitly identifying causal factors) or indeed attitude or behavioural shifts. Is existing assessment framed to be attainment or progression focused?
- It should be recognised, that any formal assessment of the Holocaust in schools is unusual, for as the Centre's own research showed many teachers feel a discomfort with 'Assessing the Holocaust' as such and thus Newport Girls High School should be commended for tackling such a challenging and difficult issue. It is pleasing to note, that whilst formal assessment at the end of the Holocaust unit does not exist; its formative assessment approach is rigorous, whilst light touch and annually reviewed in line with the school's assessment policy.
- Effective analysis for school improvement and leadership is founded on the ability to look beyond the data or pure numbers, to contextual narrative and nuance. This review found Newport Girls High School teachers have excellent relationships with 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 and learning conversations.
- When asked what noticeable gains, 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, both Mrs Seys and Miss Davies independently commented that whilst anecdotally colleagues could point to the impact of Holocaust education on their students, in terms of

noticeable gains in so called 'soft skills' or in valuable holistic developments, there was a wealth of insight used effectively to drive practice and improvement.

- Such outcomes cannot be achieved without quality teaching and learning taking place, though strong and varied questioning, solid and secure historical concepts and skills being embedded and meaningful, vigorous and academic language being modelled in teacher talk.
- Given the success and impact of the scheme of work/scheme of learning, on a range of targeted groups and vulnerable students – both in terms of attainment and progress, but also in terms of engaging the hard to reach, providing challenge and supporting those with specialist needs – it seems that best practice research informed quality teaching and learning about the Holocaust should be widely shared by way of supporting generic school improvement.

#### **b) Achievement and outcomes**

When asked in the scheme of work/learning evaluation document to what extent did it help pupils develop a better understanding of the Holocaust, it was revealing that Mrs Seys wrote; *'Students' final work shows that they have developed a much better understanding of what is meant by the term 'Holocaust', how people's lives were impacted and who was responsible'*. This review would agree that students have undoubtedly made progress based upon student voice conversations and work scrutiny, but it would be interesting to know what examples of *'a much better understanding'* would be cited by teaching staff and to encourage some capture or evidencing of this scheme's undoubted impact.

- Beyond the cognitive and data driven claims that could be made regards attainment and student progression, it is clear Newport Girls High School are committed to recognising the affective and creative outcomes for learners – including in relation to the Holocaust. The end of unit project is sophisticated in its reflective appreciation and acknowledgment of the holistic and SMSC dimensions of their provision and curriculum offer. There is no doubt this is a powerful and compelling piece of work – this review in no way advocates its removal, rather we urge further consideration for initial baselining or creating a wider framework of lens for assessing Holocaust progression.
- This review found examples of some staff prepared to take risks to give learners opportunities and valuable enriching experiences through an encounter with the Holocaust that was not always judged on the quality or worth on the outcome alone; an illustration of this can be found in a homework/research task associated with Holocaust definitions and meanings, or in the creative artwork responses. This was thinking outside of the traditional History or homework/ assessment box, but by embracing this opportunity, Mrs Seys and colleagues were recognising and embracing the developmental process; the resilience, skills and experience of the learning journey, the application of student knowledge and understanding was understood to be as important as the result.

### c) Feedback and marking

As noted earlier, the 2007 Ofsted report recommended that Newport Girls High School should do more to improve further its teaching and learning, by devising a more rigorous system for monitoring; but also by ensuring consistency of marking so that all girls know how to improve their work. On the latter point, Ofsted found the schools standards of marking varied saying, *‘where marking is good, concise and constructive comments are used to advise the pupils on how to improve, but this practice is not universal across all subjects.’* In terms of achievement and standards it found that:

	School overall	16-19
<b>How well do learners achieve?</b>	1	2
The standards <sup>9</sup> reached by learners	1	1
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

- This review found the following with regards to marking of Holocaust related work:
  - It is consistent with existing school policy in terms of regularity.
  - There is good evidence of meaningful teacher/student learning conversations.
  - A few pieces showed feedback that is low in developmental quality, where marking was commentary driven praise, focusing upon recognising student time and effort rather than improvement driven. However, most feedback is personalised and progression driven, with work scrutiny displaying students habitually and eagerly responding in an effective and progressive manner.
  - Overall, this review finds marking regards the Holocaust to be effective, typically given as an action. The action varies, placing workload emphasis upon students, not the teacher; for example, to redraft or re-do, revisit and respond.
  - There is evidence of literacy marking throughout, including SPAG mistakes identified – it is unclear if a school literacy code exists or is effectively being used, as a range of strategies and marking indicators/devices were seen.
  - Note-taking and presentation of student’s work is monitored – there is clear pride in much classwork and effort in quality homework.
  - Knowledge and understanding misconceptions are identified and challenged.
  - Whilst there is no formal summative assessment of the Holocaust, the Year 8 end of unit project’s marking is from a checklist, featuring a generic graded response – see Appendix 4.
  - When speaking with Newport students it was apparent that most know of MEG or targets and could articulate some general points on how to improve. Some were acutely aware of how to progress, with detailed and specific skill and knowledge development indicators. Those who

<sup>9</sup> Grade 1- Exceptionally and consistently high; Grade 2 – Generally above average, with none significantly below average; Grade 3 – Broadly average to below average; Grade 4 – Exceptionally low.

did not know MEGs or a target, did have a system or reference point to find it quickly.

- The review found good quality feedback and marking in the History (Holocaust Scheme of work/scheme of learning) work scrutiny – across all abilities and contexts - and that verbal feedback and questioning was rich and powerfully used in the lesson observed.
- This review can confirm that Newport Girls High School teachers have an excellent understanding of student’s individual needs and progress and offer feedback that develops both knowledge and understanding. This was evidenced by range of student voice contributions regards their feedback. Newport girls do know how to progress and are keen to improve, thus willing to act on advice. The scheme of work programmes in time for students to reflect on and respond to formative assessment, and teachers are well able to adapt in lessons when appropriate to spend additional time. Teachers have excellent relationships with students and know their students well – data is interpreted and lessons planned effectively so as every child makes good progress, in large part thanks to effective feedback, a desire on the student’s part to improve and genuine time protected within lessons for meaningful student reflection.

#### **d) Work scrutiny**

During the review day a range of girls’ learning was considered; during the lesson observation student work was accessed and there was an opportunity to speak to students about their learning and Holocaust education experience at Newport. Similarly, work was presented on occasion throughout the two student voice panels, by way of students illustrating the points they were making, and formal work scrutiny took place of a sample of Year 8 and 12 pieces.<sup>10</sup>

- Based upon a range of work scrutiny this review can state the following about Newport girls’ experience of teaching and learning about the Holocaust and outcomes:
  - Students are aware of aims and objectives for lessons and, in most cases, students’ learning in the lesson meets the stated intentions. Often the girls’ work evidences to what extent the aims have been met and how a lesson links to the previous one.
  - A range of questioning is evidenced within the student activities and responses – this confirms the previous remarks regards good quality questioning in Holocaust education at Newport, and in the lesson observation.
  - There is evidence in the girls’ work of the learner led opportunities provided; often this is clear in students choosing their response or format to a question or activity. What was notable was the variation in writing styles this enabled or in the creative opportunities this encouraged – poetry, prose, artwork, innovation in presentation. This is excellent to see, as in doing so, Mrs Seys and colleagues have not compromised subject disciplinary integrity; rather, teachers have skilfully enabled the girls to demonstrate their historical knowledge, understanding and skills in creative and individual ways. Within the poetry and artwork produced, the girls reveal themselves to be good historians and the sophistication of their thinking and understanding of

<sup>10</sup> Examples of student work can be found in Appendices 4-6

the Holocaust can only be achieved thanks to quality teaching and learning. This was confirmed in student voice panels where Newport girls were well able to identify and discuss specific disciplinary skills, most notably in relation to the Holocaust, causation.

- There is ample and compelling evidence of Newport students accurately and confidently deploying specialist terminology and vocabulary.
- The range of tasks and activities in the scheme of work/learning provides challenge – variety means a range of approaches enable students to develop contextual knowledge and understanding.
- As noted previously there is currently no capture of prior learning, baselining or tracking, but there are self and peer assessment/feedback opportunities in classwork.
- Differentiation is evident. In some cases, there is extended writing time and opportunities being given for learners to consolidate understanding or extend thinking.
- As noted previously, student presentation is careful, prideful; often illustrative of best effort and engagement in the subject matter.
- Criticality is encouraged, and misconceptions are usually identified and challenged.
- Some links with SMSC, FBV and Prevent are evident in students work – though not always (nor necessarily) flagged as such.

#### **e) Outcomes as revealed by student voice:**

During the review several Newport Girls High School students participated; principally in two informative and engaging student voice panels, but others should also be acknowledged for their welcoming, charming and thoughtful contributions throughout the process via the student led tour of the school and conversations during the lesson observation. It should be noted, these girls were incredible ambassadors for the school, articulate and engaged advocates for Holocaust education and the Centre would like to take this opportunity to thank each for their invaluable and insightful contribution to the review process; in many ways, their insights reveal the impact of the Beacon School programme and alert us to the strengths and weaknesses of existing Holocaust education provision at Newport.

- Based upon the range of encounters during this review, we can suggest the following regards the student's perception of Holocaust education at Newport Girls High School:
  - Girls are both aware, and proud of, the school's UCL Beacon School status.
  - Students were ambitious for the school's Holocaust work to be recognised, determined to do all they could to ensure Quality Mark status be attained – keen to champion their teachers, the opportunities afforded them at Newport and the relevance and importance of the Holocaust.
  - Improved specialist subject knowledge, especially but not exclusively within History.
  - Several students spoke of the Holocaust lessons having improved their listening skills. That the students were reflective and able to identify a change; alluding to active, rather than passive listening is revealing. That the school is a selective grammar, with high levels of literacy, smaller class sizes than many secondary schools and its students with ambition and positive learning behaviours – students noting a distinction between passive and active

learning and listening is significant. It is this review's recommendation that the school's SLT spend some time exploring this with students, particularly, given two students admitted that elsewhere they were passively consuming the learning, whether they were not actively engaged or challenged sufficiently is unclear, but worth considering how better active listening and engagement can be encouraged or more consistently experienced.

- Change in student self-perception, image, awareness or reflection took several forms;
  - On an **intellectual** level, students reported that their thinking had shifted and developed, that Holocaust education had enhanced their disciplinary skills and understanding. Several acknowledged that some of their own perspectives and prejudices were revealed, their myths and misconceptions identified and challenged. For example, one girl referred to her shock at realising the extent and influence of antisemitic motifs in society, whilst another spoke of how her studies had confronted her assumption that Hitler and high-ranking Nazis were responsible for the Holocaust, how she now realised other 'ordinary people' were complicit as perpetrators, collaborators or even as bystanders.
  - At an **emotional/psychological** level, students spoke of the powerful feelings engendered by their Holocaust studies. Often this manifested itself in terms of the affective impact of survivor testimony or having explored individual case studies like Leon Greenman. For some students, change came regarding their '*feeling*' study of the Holocaust was important; *Lessons from Auschwitz* participants spoke of the experience being '*life changing*', that they '*feel*' a duty or obligation to the victims and survivors to learn the lessons, try their best and share what they have learned with others – that they become the witnesses or the legacy, hoping for a better world. A clear emotional investment in the subject matter has been made by the students of Newport Girls High School.
  - Like the emotional/psychological changes students alluded to, was a **spiritual/philosophical** dimension, in that they clearly 'valued' Holocaust teaching and learning differently to other aspects of their curriculum. Students 'believe' they are changed by their experience of encountering the Holocaust; whether real, imagined, short term or long lasting, is almost irrelevant, as students speak with conviction regards the shift. Two girls spoke of it being the first time they truly understood the importance of identity and belonging, whilst another questioned where was God. One student talked of survival as resistance and this was met with another enquiring if it was ok for a survivor's identity to be just that – a survivor – when they may be so much more or so much less than that. The latter demonstrated a concern for name and identity and a real feel for the ethical and philosophical dilemmas raised by the Holocaust, stating she '*...believed it was for individual to define themselves – whether a survivor, father, OAP, builder, Jew or other, not anyone else.*' As will be noted later, this speaks compellingly to the SMSC impact of Holocaust teaching and learning upon student outcomes at Newport. It also testifies to the criticality and student reflection encouraged at Newport Girls High School.

- The change in students' self-image also manifested itself in terms of the **physical**. The review heard repeatedly from students they had a heightened care, time and effort regards their Holocaust studies. Several girls admitted *'I do try harder', 'I changed my GCSE choices because of the Holocaust work we did...It changed the way I think about history'*. Others acknowledged their improved behaviour – by that they didn't mean they were previously misbehaving, rather that the subject matter had drawn them in, so they felt more engaged and thereby participated more fully in lessons. Several students alluded to the Holocaust as having provided the impetus to get involved in various charitable projects or enrichment opportunities, encouraged them to apply for the Lessons from Auschwitz project or roles within school. Students spoke of the civic and global values that the Holocaust had revealed, and so had impacted how they now see the world and their place within it. One girl felt the Holocaust unit of work had triggered improved confidence, which meant she put more effort into her work, especially homework and that she fed off the praise and encouragement she then received. She spoke of it being a *'bit of a catalyst for me...it was a boost that came at the right time and just turned me on to school...'*
- It was notable throughout the review the extent to which the school's approach to Holocaust education, using UCL principles and materials, foregrounds personal stories. It is admirable that Newport Girls High School facilitates survivor visits or testimony by webinar. Whilst the survivor testimony encounter is emotive and experiential, School students felt compelled by the individual stories they encountered in lessons, including the many found within the case studies and UCL materials such as in the Timeline, 'Being Human?' and in 'British Responses to the Holocaust.'
- The opportunity for direct personal testimony by Holocaust survivors is time limited. This fact is not lost on teaching staff and consideration is underway for what Holocaust educational experiences and lessons might look like without such hugely personal, enriching and impactful educational experiences. Interestingly, students too recognise the direct and personal experience they enjoyed recently with Harry Bibring will not be one their children or grandchildren will have. But they have ideas about what can be done now considering the inevitable passing of the survivor generation.
- Discussion within the student voice panel was wide ranging, but it included talk of the impact and importance of survivor testimony and personal stories. Student's spoke of the power and intimate connection made with the past with Harry *'...I felt a connection with him, even though his life and experience was so alien to me', '...it was so quiet as we listened. Several interjected or confirmed other's memories of their experiences with references to that encounter making the history somehow 'more real' and that it had made them 'understand better' the Holocaust's impact on individuals, families or entire Jewish communities.*
- Personal stories were a feature of the Holocaust scheme of work developed at Newport that students found particularly compelling, especially the thread of Leon Greenman and family - an Englishman deported from the Netherlands to Auschwitz-Birkenau with his wife and two-year-old

son, a thread woven throughout the Centre's teaching and learning materials. Along with other powerful and moving case studies students felt these helped make the enormity of the Holocaust both accessible and relevant. One student commented *'We follow these individual's lives and that's a bit daunting and cool...it's an honour really as we are keeping their memory alive'*.

- When asked why study of the Holocaust was important or relevant today, Newport Girls High School students provided telling evidence – not least in the progress and development of their thinking over time. Moreover, learners repeatedly asserted Holocaust education's importance, affirmed its relevance and a desire to learn more about it:
  - *'Studying the Holocaust made me think about History as the memory of society'*.
  - *'When I learned about the Holocaust, and even when I have since learned about other atrocities and genocides since, it's made me convinced that somehow we as humans have forgotten about our responsibilities to care for each other.'*
  - *'...I think besides specific knowledge of the Holocaust, it has given me the tools to make my own way in navigating and understanding the world...'*
  - *'Learning about the Holocaust has given me a sense of where we came from, explain why we are where we are now in the world and shown me what route I don't want our society to go down.'*
  - *'The Holocaust lessons proved to me that we shouldn't be complacent and rely on mottos like never again to keep us safe from hate or genocide...it's made me better understand how fragile open and accepting societies are,... and we are lucky to live in the time and country we do... The UK has its problems but compared to some we have it really good... but to enjoy and maintain that privileged position we need to be watchful and work at it... the Holocaust shows even developed and modern countries can fall into prejudice and persecution'*.
  - *'It's relevant today as the event had such impact on Europe and devastated the Jewish community, that it casts a really big shadow... I guess I thought it was just another event in history to learn about and instead its really opened my eyes to the mark it left'*.
  - *'It's important it's not forgotten about as it could be us next... maybe it could be one of our families targeted... those who died in the Holocaust deserve to be remembered and because the Nazis were so devastating in their murderous plan it may be there is no family member to mourn them... maybe it is just me or my class who can tell their story... that's pretty special I think'*.
  - *'We know genocide didn't end with the Holocaust. It's happened in Rwanda and in Srebrenica since the second world war and its likely happening in Syria and Sudan today, so there are very real connections... if you know that then you shouldn't stand by or be complicit in some sort of blaming jenga, ...morally if you have knowledge you are obliged I think to act or at least to speak out'*.

- Of course, assessment, achievement and outcomes for students are not always quantifiable, linear nor data driven and this review is as interested in the intangible gains or benefits of Holocaust education as it is in trawls of mark books indicating levels or grade of progress. At Newport Girls High School, and not for the first time in our Quality Mark reviews of schools, we have found anecdotal, but compelling indications that quality Holocaust education results in other gains for the individual, department and school, often this is to be most found and valued in the context of the most vulnerable groups or learners. In talking to Mrs Seys and her colleagues across a range of departments, the following points were raised in this context:
  - *'...as you might expect in a high achieving school behaviour is generally very good here..., but I've seen more attentiveness, less low-level disruption when teaching about the Holocaust ... largely because the girls recognise its sensitivity and importance and...'*
  - *'In terms of my jar of wonderful learning moments, the Holocaust, factors large...remembering one or two moments with students exploring this history really does send tingles up my spine... it's those incredible moments of realisation on students' faces, or when you see a piece of work from a student who has truly connected with a survivor's story...the responses are so raw and authentic, always unexpected...that although I get nervous about teaching the Holocaust...I never feel I know enough and worry about whether I am doing the girls or the subject matter justice...the Holocaust has provided me some of my best classroom and experiences as a teacher.'*
  - *'I can't think of a single student who hasn't benefited by this experience and opportunity to learn about the Holocaust...in fact it is easier for me to identify individuals who have particularly truly flourished, and not usual suspects, so to speak, the girls who might go under the radar or perhaps be my coasters... that's been invaluable to me as a teacher and tutor to witness'*
  - *'...the changes I see within the classroom, especially in the types of discussions I have with individual or groups of girls about the Holocaust is night and day compared to other topics...that makes me question my approaches to other topics I teach.'*
  - *'When one of my ASD students, who struggles with articulating emotions and empathy, spoke about Leon and Barney, that was just so moving...'*
- It could be that Newport Girls High School looks to work more innovatively and effectively at how it might capture or assess soft skills rather than strive for the substantive (though that undoubtedly is evident) or historical skills. Holocaust education and the programme and diversity of your personal development provision is significant – so should be mapped or monitored. This would allow for recognition and tracking of resilience, resourcefulness, reflectiveness, reciprocity and respect, values and attitudes. This would make for a compelling case study of impact of Holocaust education provision should this be introduced, even for a class or two, as would be a comparative study that could be used in relation to other history topics in the year or against performance in other disciplines. Such school-based research would reveal much about the impact of Holocaust

education on personal development and SMSC or 'soft skills' and the purely academic, and allow consideration for effort and engagement to be tracked in some way. Should this approach be considered then a strong collaboration with the RE department could allow for two very different but complementary data sets emerging; in History assessment could focus on the substantive knowledge and historical skills, whilst the RE could seek to explore the holistic, philosophical, moral and self-reflection realm and point to attitudinal shifts. This may free up some of the precious history curriculum time. Should this be of interest and something you would want to develop or consider, then contact [n.wetherall@ucl.ac.uk](mailto:n.wetherall@ucl.ac.uk) for some support and advice.

- From work scrutiny, lesson observation, and student voice focus groups, this review found student outcomes are of a high standard. This is borne of intelligent curriculum planning, a reflective and reflexive approach to thinking about assessment, and a robust but sensitive understanding of student progression. This review however urges further ongoing consideration of the assessment framework to ensure this work progresses and enables students to truly demonstrate their quality and high-level insights in a rich, creative, informed and skilful way.
- As noted previously, the cultural capital of the Holocaust is influencing our young people's knowledge and understanding of the Holocaust – and impeding progression in many ways – thus successful collaboration with primaries, network schools and Newport Girl's High School own English Department is potentially especially key. Students were typically very positive about *The Boy in the Striped Pyjamas*, with many encountering it in primary school, describing it as 'emotional', 'provides a child's perspective', 'made me relate to what it would have been like' and 'it made me want to know more'. Whilst the fable has its merits in a literature or narrative form, there are concerns regards its portrayal of historical fact and thereby the importance of timing and coordination to ensure historical study can take place alongside – might this be an opportunity to draw upon skills based and extended writing opportunities? Could students identify the myths and misconceptions in this creative writing piece? Similarly, what values has such creative writing responses to the Holocaust? What devices does Boyne deploy? Could this have enrichment value or cross curricular and collaborative merit? Engaging English, MFL, Drama, Art social science and other humanities subjects with specialist CPD from the UCL Centre for Holocaust Education could engender a powerful and compelling opportunity for an enriched Holocaust education experience at the school and lighten the History burden as perhaps currently exists.
- This review thereby suggests the need for an audit of existing provision across both academic departments and within the pastoral, SMSC, Citizenship, PSHE agenda to establish where coordination could be possible to reduce myths and misconceptions being reinforced and hindering historical study later on, and to foster a spirit of opportunity for celebrating subject specialisms whether in a reconfiguring of the curriculum so it is coordinated or in specific collapsed timetable days or enrichment opportunities.
- Should this be considered then it is potentially a powerful vehicle for sharing of best practice, school improvement and innovation. This would help tackle or reduce a potential weakness

whereby UCL pedagogical principles are embedded in History and a few other curriculum contexts or by key individuals, but not shared, understood or applied more widely.

- The reviewer is happy to support Mrs Seys, Miss Davies and Mr Scott and colleagues on this journey towards a multi-disciplinary enriched and nuanced Holocaust education provision should Newport Girls High School wish to explore it further. The UCL Centre for Holocaust Education can supplement this with FREE CPD support which we know delivers significantly in terms of student achievement and outcomes and thereby whole school improvement.
- The developing nature of Holocaust assessment procedures could be hugely innovative and exciting in the future. The review wonders whether working in collaboration with the UCL Centre on this may be useful; for example, the research team could specifically look at the existing assessment framework/end of unit project, and offer insight to confirm that what you do achieves all that you want it to, or offer insights that may help shape a more effective alternative. Either way, this research informed, evidence based approach could enrich the school and Centres' ongoing partnership – 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 Newport Girls High School 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.
- 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 with so seemingly little opposition. 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 represents 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.
- The Centre's Darius Jackson, and Mrs Seys' mentor, comments that – and this review can but concur wholeheartedly – *'To see the @NGHS\_History twitter feed is to have an indication of the quality teaching and learning about the Holocaust taking place.'* There is clear pride in the student outcomes and pupil engagement that has stemmed from the Beacon School stimulus and opportunity – the work in Appendices 4-6 testifies to some of the excellence found at Newport.

#### **f) Outcomes as revealed by internal and external quality assurance**

- Holocaust education at Newport Girls High School, in its Beacon School year particularly, though not exclusively so, been integrated fully in the internal quality assurance and monitoring of the school. Colleagues and documentation testified to learning walks taking place, peer observations

within department/faculty, along with performance management observations and work scrutiny. It was notable, though pre-programmed into the school calendar, headteacher learning walks were taking place the week of the review, and that the Quality Mark observation, also included a Headteacher learning walk.

- When asked what evidence there was that Newport Girls High School pupils benefitted from this project on Holocaust education, Mrs Seys' reflective evaluation at the end of her final scheme of work submission spoke in broad-brush terms:

*'Pupils were engaged and inspired by their lessons on the Holocaust, as shown in comments that they made to teachers at the time, their responses to research undertaken by Eleni [I am told] and the fabulous work that they produced at the end of the project. Almost 200 pupils and their parents attended a talk by Mala Tribich and this enhanced understanding of the Holocaust and its impact across the school. The impact of this inspiring testimony can be seen through the work that girls did when we asked them to research survivor stories [from approved websites] as an example of how Nazi persecution impacted Jews. Many girls spoke passionately about the survivors they had researched without the need to look at their notes. We have really improved our teaching of the Holocaust with the new SoW and are now more consistent in our understanding of the Holocaust as well as having improved subject knowledge which the students will all benefit from. We have also developed some new collaborative links with local and national schools that we hope to build on to continue to offer opportunities for students to be involved in projects such as Remembering Srebrenica. The Beacon Schools work will continue to positively impact students in the future as we will be seeking to achieve the Quality Mark and to further build on the good work started this year.'*

- During the teacher voice sessions, colleagues spoke of the impact of UCL pedagogy on student outcomes in terms of feeding and fostering a distinctive hunger and curiosity for learning more. Several staff commented on improved engagement thanks largely to the approach to the subject matter that seems to foster 'investment'; students are more prepared to 'got the extra mile' and even at a high performing school, girls finding that 'extra gear' was often anecdotally recognised. This report recognises the high regard colleagues attending UCL CPD opportunities had for the range of questioning and 'hook' moments in the pedagogy and materials, and it is noticeable this came through in student voice discussions too. One student spoke of their teacher 'stepping aside and letting us learn and discover for ourselves' another noted that they felt the teacher did care about and trust them enough to

*'...give us this opportunity to explore Leon's life and all the other victims of the Holocaust...it was kind of personal and it's a privilege to enter someone's life like that...the Holocaust was the first time I felt like the teachers were letting us into a subject on our own terms and I think that meant more to me so I worked harder, had more questions and wanted to understand even more... now I think I value the learning more for its own sake and I never*

*felt like that before. Before I learned because I had too and we were told it was important... now I realise that it is important...important to me.'*

- Holocaust education at Newport Girls High School has robustly and innovatively been quality assured, both internally and externally. Holocaust teaching and learning has been observed as part of this review process, and internally for appraisal and performance management purposes. Work scrutiny and learning walks are part of the school's regular monitoring practices and meaningful learning conversations are evident. High quality and timely consistency of feedback remains the schools goal – but it is clear that the school has invested in Holocaust education, specialist CPD and applied a degree of standardisation that has ensured it remains a key element of the schools' curriculum and provision, rather than perceived as niche.

#### **Potential areas for future development:**

- There is clear openness and initial innovative thinking regards linking the History scheme of work/ learning to other subjects across Newport Girls High School and a desire to pursue collaborative opportunities in the short, medium and longer term. It will be interesting to see how these opportunities build and develop and there are a range of additional CPD opportunities or Centre projects that could be of interest as the school's Holocaust provision moves forward.
- 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 and where religious and cultural literacy opportunities exist. 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? The 10 questions used by the Centre, could be useful here as would give you a national baseline to compare knowledge to, pre-and post and complement the existing ongoing assessment within History. This could be offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time. The Centre's Nicola Wetherall stands ready to assist or support this development should the History Department wish to.

\*See also Mrs Seys SWOT analysis.

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

- In the best schools the mission and ethos of the school is deeply embedded in the curriculum. Such schools do not have a narrow view of curriculum as merely the teaching of a syllabus or academic programme but moreover that it is inclusive of all aspects of a child's learning experience and development as a human person. This review finds this to be true of Newport Girls High School. Interestingly, this review came at an unusual period of flux, with a new headteacher in post since Jan 2018; but SLT link Miss Ann-marie Davies described the ethos as consistently about '*promoting warmth, humanity and equality for our girls*', and passionately articulated a sense of mission to ensure the girls challenged stereotypes, are open minded, within an environment where STEM subjects and opportunities are championed to '*buck the trend*'. The school's clear expression of ethos, vision and mission feeds its holistic and academic curriculum offer that is broad and balanced, fostering personal development and is outward facing, ensuring its provides the skills, confidence and knowledge necessary for its girls to succeed, thrive and be safe.
- The 2007 Ofsted report cited a parental comment that Newport Girls High School "*feels like an extended family, providing excellent provision for every girl in every area*'. As a result, confident, diligent young women develop, equipped to take their place in society". This review found a prevailing intimacy and sense of community among the students and school staff. There is a strong Newport Girls High School sense of identity and belonging, which is a shield of protection – but there is some wariness or concern on the Head's part regards some of the student's naivety in regards to the wider world.
- This report concurs with the 2007 Ofsted finding that personal development and wellbeing of Newport Girls is outstanding. It is notable summary judgement by Ofsted in 2007 found the following

	School overall	16-19
<b>How good is the overall personal development and well-being of the learners?</b>	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
The attendance of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

This review finds SMSC provision at the school to be exceptional, providing a rich programme of opportunities and experiences, often 'life-changing' encounters or learning episodes that enrich students' knowledge, understanding of the world, and their sense of self, community and place in the world. The

Holocaust education, genocide, human rights and values work that underpins the school's mission, is contributing significantly to the SMSC agenda. This provision is excellent, a real strength of school, something for Newport Girls High School to champion, celebrate and further develop in pursuit of ensuring educational excellence, personal development and active global citizenship – one wonders if this could be more effectively mapped and recognised by students and staff alike?

- Staff repeatedly, and independently of each other, spoke during the review day to the civic and moral dimension of Holocaust education, acknowledging that whilst it is not its stated aim or objective, that study of the Holocaust does seem to heighten students' sense of justice. They also spoke of the Holocaust work being central to students' understanding of the complexity of human nature. Colleagues pointed to the case studies in 'Being Human?' as being hugely powerful, and this was also alluded to by some in the student voice panel – whereby students spoke of key individuals and the dilemmas and responsibilities they faced.
- Teachers spoke of the thoughtful and often insightful discussions that were had concerning such moral and philosophical discussions but also the active listening that was evident during such exchanges and the capacity for students to respectfully consider interpretation and shift their perspectives over time. This speaks to that value and impact of relationships, soft skills and creating conditions in which a thirst for knowledge and love of learning can flourish.
- As noted previously, the History scheme of work is seen in the school's documentation as contributing to enhancing high quality teaching and learning, encouraging independent learning, and developing provision for SMSC. The links it identifies to whole school priorities are telling:
  - Literacy, SDP plans for stretching and challenging (encouraging criticality and independence) and SMSC
- This review finds Newport's arrangements *for safeguarding to be exemplary and meet all statutory requirements*; particularly regards duty of care and reception safeguarding procedures for visitors, but also in terms of what the student voice panel revealed, namely that:
  - *instances of bullying are rare*
  - *girls enjoy coming to school and feel safe*
  - *Newport students are knowledgeable about how to keep themselves safe; dangers of alcohol or other substances, e-safety and aware of societal prejudices and the risk of extremism.*
  - *Students feel well prepared for the world of work and for life in modern Britain (some references were explicitly made to topics in school that spoke to rights, respect for individual beliefs, the rule of law, and democratic values).*
- Neither staff nor students reported the existence of antisemitism within the school, or of any recent antisemitic incidents, though the latter could point to examples in the wider world and in the media. Both the Headteacher and staff who were interviewed, independently during the review visit, reported that antisemitism was '*not an issue*'. There was also no record of parental concerns

or complaints regarding the teaching of the Holocaust or related topics at Newport Girls High School.

- The UCL ‘Unlocking antisemitism’ session was influential in students developing understanding of the shifting nature of the discrimination and persecution of Jews throughout time. Whilst students still ultimately returned to the question of ‘*why the Jews*’, they had a far greater understanding of pogroms and prevailing myths regards Jews as ‘*the Christ killers*’, responsible for the Great War (World War I), blood libel claims, assertions of their use of magic and being blamed as the source of the Black Death. Students could present a sophisticated explanation of the distinctions and continuity between medieval and Nazi antisemitism, and at times could draw parallels to contemporary examples of antisemitism in the Labour Party and rising again in Eastern Europe. When linked to issues of responsibility, complicity and compliance in the Being Human lesson, a powerful learning moment came for one student who ‘*realised Hitler alone wasn’t responsible for antisemitism...in fact he wasn’t the only one to blame even for the Holocaust, all of society at the time were... and I take from that that we are all today responsible for calling out antisemitism today*’.
- *Work scrutiny, the lesson observation and student voice panels evidenced clearly that Newport students are aware of the various minority and targeted groups discriminated against and persecuted by the Nazis. They are similarly articulate in their discussions of contemporary marginalised groups; reference was made to the Yazidi, Rohingya, women, transgender, the travelling community, disproportional stop and search for black, Asian and ethnic minority groups and those with mental health or with disabilities.*
- Newport girls understand, unlike many of their peers nationally, that genocide is a social act and, despite their studies equipping them with a chronology of causes and an understanding of consequence, they remain perplexed by the ethical question of ‘how is genocide/how is the Holocaust allowed to happen?’ For many, this lends itself towards consideration of active global, national and community citizenship and reflections upon responsibility. Several recalled completing an ‘*I will not stand by...*’ card.
- When asked about the extent to which Holocaust education contributes to the SMSC, FBV and Prevent agendas of the School, a range of staff and students spoke with passion about the academic, holistic, intended and unintended outcomes of the Beacon School work. Some spoke of the ‘*shallow level*’ whereby the Holocaust work had provided a useful ‘*tag to hang many of these concepts like tolerance and other values*’. Others pointed to issues of community cohesion and its relevance to the school’s context, the potential for collaboration and values education. Some talked in terms of the purely ‘*historical dimension*’ or ‘*British values context*’ and explained that Holocaust education had informed the way the school now thinks about and shapes its SMSC policy and provision – but how consistently understood and adequately articulated is this among staff, students and parent body?

- Within the student body Holocaust education opportunities had heightened awareness of stigma, stereotyping and the distinctive persecution of Jews and others victim groups of discrimination. Throughout student voice panels girls repeatedly alluded to individual case studies that had ‘touched’, ‘moved’ or inspired them. Encountering these stories and having empathy, or feeling a ‘connection’ with Leon, was repeatedly cited as making their learning ‘real’.
- 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, Newport Girls 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 consideration contribution to these enriching and vital opportunities in which the Newport Girls High School learners engage.
- One such opportunity, a link with the Anne Frank Trust, was repeatedly spoken about by Newport’s girls, particularly evidencing their appreciation for rights based education. Students spoke about the gradual rescinding of rights of European Jewry in the 1930s and early 40s and were alert to the impact this would have on an individuals, a family or communities sense of ‘value’, ‘humanity’ and ‘dignity’. Through Anne, several girls felt a connection and were drawn to reflections of comparison to young people’s lives today, one student mentioning Zlata – a child in Sarajevo.
- 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. Newport Girls 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.
- Emotional intelligence and literacy is recognised as important by senior and middle leaders at the school – and students too. There was a feeling during this review that Newport Girls High School understands that learning about events such as the Holocaust can be profoundly disturbing, but developmentally important. One student’s response to learning about the Greenman family in ‘Authentic Encounters’ and other UCL materials illustrating this; revealing during the student voice panel that she had a much younger sibling and had felt moved by the story of Leon’s two and half year-old son, Barney. The connection, relationship or empathy evoked was tangible and a powerful

holistic learning experience. The Beacon School programme is credited by school leaders and students alike as supporting learners as they deal with powerful and sometimes disorientating feelings, helping them to express themselves and to develop their emotional literacy.

- The review concurs with the 2007 Ofsted judgement that behaviour and safety of pupils was consistently good. Students showed themselves, throughout the review, to have high levels of respect for each other. Newport girls conduct themselves well in the company of visitors. The review found no instances of poor behaviour in lessons observed – we recognise the review had limited access to classes – but feel it worthy of note that all students, encountered in or out of lessons conducted themselves appropriately and in several cases as wonderful school ambassadors. The only issue for consideration by SLT in this regard is to what extent girls are passively complying in lessons.
- As the lesson observation and learning walk evidence noted, this review encountered Newport students who were ready to learn promptly when they arrived to class; were typically engaged, respectful, listening carefully to each other in lessons. Most girls are keen to volunteer answers to questions. This speaks to the creation of a safe environment and a culture of learning (see Appendix 1), but also is the result of the schools' community of highly skilled professionals who help the girls to learn how to keep safe and well. By valuing choice, rights, protection and girls' empowerment, the school's broad and balanced curriculum is configured to provide the knowledge and skills which enable pupils to make safe choices. Holocaust education plays its part in this by appreciating faith, protection, dignity, self-discipline, esteem and commitment in survivor stories, individual case studies and by examining the very best and worst of the human condition.
- Character education, holistic education or the SMSC dimension and school ethos were not recognised as a strength in SWOT analysis produced by Mrs Seys. It is clear from the pre-visit document trawl and the visit itself, including the observation, meeting with key staff and the student voice panel that personal development is a key priority, sitting at the heart of Newport Girls High School aims and values. It is evident that Holocaust education's contribution to that endeavour is both recognised and respected. To this end the review would also recommend considering UNICEF Rights Respecting School status, and the Values Based Schools model. Similarly, an audit or review of the diverse holistic and personal development programme the school offers – as much to celebrate your own depth and impact in this regard as to better coordinate or hone it.
- The 2007 Ofsted report commented: *'Charity events are arranged by the girls themselves and their level of fund raising for Red Nose Day and cancer charities is impressive. A representative from a charity connected with the school said of the girls, "They have big hearts and a worldly awareness". Girls take initiative, become leaders, grow in confidence and are genuinely a pleasure to talk to.'* This review found this remains largely true – certainly the girls are articulate and passionate about a range of local, national and international causes, including the environment, mental health, equality concerns, human rights abuses and genocide.

- The student voice panel participants were exemplary; undoubtedly the best advocates for the school. They clearly felt safe to voice their opinion, were articulate and happy to talk openly, confidently, able to identify strengths and weaknesses of their Holocaust education and wider Newport Girls High School experience. This review recommends more use could be made of your students to speak to wider public, engage other schools and to champion Holocaust education's value and purpose. They were a credit to themselves, their families and to Newport's community in their thoughtful, reflective and compelling contributions.
- Newport girls undoubtedly 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 – but how does the school know, track or monitor its provision and impact? This review does not suggest a cumbersome data driven understanding of the holistic achievements and progression of Newport learners; rather an audit of provision or mapping of values driven indicators would serve to evidence or better articulate a dimension of your work that should, rightly, be a source of great pride to the school community.
- Mr Scott and his staff, including Miss Davies and Mrs Seys, 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. The Beacon School SLT link and Lead Teacher both consider the holistic contribution of Holocaust education to their learners' experience at Newport Girls 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, rising hate crime and antisemitism, 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 continue to have much to offer Newport girls in this context.
- School staff throughout the review spoke independently of their 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. *'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.... This is especially important for a largely monocultural school and for our efforts to ensure students are outward facing and prepared to engage in an international context'*.
- This review finds SMSC provision at Newport Girls High School to be excellent and it is clear from this process that Beacon School status has further promoted deep, holistic reflection and learning opportunities, beyond substantive knowledge. School staff recognise and value the deeply spiritual, moral, social and cultural (SMSC) opportunities found within Holocaust education. The conversations with both teachers and students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to Newport'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 *'given renewed impetus to the SMSC agenda and in such a meaningful and wide-ranging way'*. Such an outlook is led from the top, from Headteacher to middle leaders like Mrs Seys, and says much about the school's ethos being lived and breathed and not just in word, motto or strapline.

#### Potential areas for future development:

- UCL Holocaust Beacon School status has clearly played a part in the highly effective promotion of equality of opportunity and excellent SMSC provision at Newport Girls High School. Within the review process senior leaders spoke of their continued desire to seek further opportunities to promote students' SMSC development; 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, and Holocaust education be embedded to prove a useful contributor to exploring further issues of fundamental British Values and could rights education further complement and enhance your provision and offer?
- Reflect upon the school becoming a Rights Respecting Schools with UNICEF. There would be fertile opportunities within that to make links to the Holocaust and genocide work being developed, especially in terms of prevention and Genocide Watch.
- Building on your Holocaust education work and links with Remembering Srebrenica – consideration might also be put to values based education.
- Consider a review of current strategic provision of SMSC and fundamental British Values across Newport Girls High School. SMSC is embedded in the school curriculum and ethos and secured by policy – but how is this monitored, mapped, and articulated? The Holocaust education offer at the School can contribute a great deal to such an audit – but the **school's** citizenship, charity work, safeguarding policies, RE curricula, PSHE and tutor programme also offer a great deal – together you offer a wealth of personal development opportunities, but how might these be better coordinated, so as a holistic package is better understood and valued by staff, students and parents alike? Mapping provision, identifying areas of strength and any developmental areas will be an opportunity to take forward.

\*See also Mrs Seys SWOT analysis.

## 5. Leadership and management

- Ofsted in 2007 adjudged Newport Girls High School leadership and management grade 1. The report found that:

	School overall	16-19
<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	YES	YES
Does this school require special measures?	NO	
Does this school require a notice to improve?	NO	

This review visit was an opportunity to test the temperature of effective leadership at Newport Girls High School in 2018, and based upon this process, it concurs with the 2007 Ofsted leadership and management judgements, in so far as they relate and reveal themselves in terms of Holocaust education.

This review found in Newport Girls High School's leadership, several indicators of a healthy organisation, particularly in terms of its values being lived and not laminated. This revealed itself in the welcome and hospitality afforded visitors. From the school reception to catering staff, SLT to NQT, there was a sense of Newport Girls High School creating a safe space for its community to flourish. There is a shared sense of pride in and gratitude towards the school and sense of belonging to a community.

The Headteacher and senior leaders notice the small things and in doing so honour self and individuals whilst valuing the work; there is in Mr Scott and Miss Davies recognition that we are '*humans first, professionals second*'. This means, where necessary, reflective classroom practitioner and school leaders can debate and discuss with radical candour because there is a high level of trust between colleagues, a spirit of critical friends. Staff can take the truth of '*difficult*' or '*tough*' conversations, because a professional and wellbeing climate exists whereby the person is distinct from the work. Colleagues throughout the review felt they '*had a voice*' and would be heard because as in the classroom, SLT had fostered a safe professional space of '*high challenge, low threat*.'

### a) The SLT Beacon School link

- It is noteworthy that Miss Ann-marie Davies, is the named senior leadership team link for the Newport Girls High School's involvement in the Beacon School programme. In the named SLT link, the Beacon School programme enjoyed an articulate, passionate and fully engaged senior leader, who from the outset endorsed the work, contributed positively to support the Lead Teacher and ensured a collaborative partnership between Newport Girls High School and the UCL Centre for Holocaust Education and was an invaluable link between SLT, wider school staff and student body.
- Miss Davies explained that her involvement was largely due to her being a History teacher and in direct teaching about the Holocaust with students. This indicates clear and developmental provision for the programme and has ensured the lead teacher is supported, but provided an invaluable opportunity for curriculum specific innovation and development, given her History specialism.
- In Miss Davies, Newport Girls High School are blessed with an articulate and passionate educator and senior leader, committed to reflective practice, highest expectations – both academic and holistic – and to continuing professional development. She has been an invaluable ally and advocate for the Lead Teacher, and the Beacon School programme more broadly – not just for its developing of Holocaust education, but as a vehicle for generic teaching and learning development and therefore whole school improvement.
- Miss Davies attended the half day orientation launch of the programme at the Imperial War Museum. During the year, she attended the CPD day hosted by the school in conjunction with the Centre.
- Working with the SLT in the summer of 2016, Miss Davies worked to ensure a successful Beacon School application, its subsequent demands and opportunities and its importance communicated effectively in the school improvement plan. It was notable that the 2016-17 school development plan referenced Beacon School status in its leadership priorities, including it being an opportunity for '*distributed leadership*'.
- The SLT link, Miss Davies, has clearly and passionately articulated the importance and relevance of Holocaust education. She is a reflective and thoughtful advocate, both for Holocaust education generally, but also for the distinctive contribution of Beacon School status.
- It is telling that Miss Davies is looking forward to participating in the Holocaust Education Trust's 'Lessons from Auschwitz' programme later this year – providing senior leaders site based visits and broader Holocaust education, policy and implications opportunities will be key for the UCL Centre for Holocaust Education moving forward. Such an opportunity for senior leaders is something this review commends – and are sure to be beneficial, both personally and professionally and we commend Newport Girls High School for releasing Miss Davies and supporting her participation. This, alongside enabling CPD opportunities for specialist training, is indicative of a school that recognises the importance of quality ongoing staff development.

- The SLT link has explicitly praised and clearly valued specialist Holocaust education CPD. She has led assemblies and facilitated or met with UCL colleagues during the mentor visits to the school and been an effective support for the lead teacher in the network building and successful hosting of a CPD day.
- During the School Senior Leadership meeting, Miss Davies stated her pride and desire to *'...celebrate and share the work of the History department ... (namely Mrs Seys)...by seeing her take on that Beacon status and [if successful] share the Quality Mark accolade with others in the region... to become a champion.'* She confirmed that the role of the Beacon School Lead Teacher has been formally recognised with the school's appraisal/performance management system. Miss Davies stated this has been the case for the past two years, in terms of application for and development of the Beacon School status being one of Mrs Seys performance appraisal objectives. She confirmed that the Beacon School target was *'...successfully achieved last year and [she/Mrs Seys] is on track this year for Beacon related/Quality Mark objectives.'*
- Senior leaders like Miss Davies *'set the tone'* and together with Mr Scott *'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. It is hoped, this will be further enhanced and appreciated considering this review process – shining a light on Newport Girls School's hugely impressive achievements in Holocaust education. The developing specialism in this area is rather distinct; from the range of excellence evident in this review, there is much for the school to learn from sharing best practice and innovation – helping to drive school improvement - but also for network or partner schools in Staffordshire and beyond. This is in-keeping with Miss Davies' hopes for the future:

*'I would hope the Quality Mark moves us forwards as our natural next step... that it would give Holocaust education in the school some momentum and help us frame its developmental direction... we can hopefully secure and celebrate the accolade and use it to open up Holocaust education across the school and through more CPD opportunities for our cluster and networks...'*

- It is rare to see such outstanding leadership articulate the potential and need for Holocaust education so powerfully. The trust between the school leadership team and middle leaders is obvious; communication and support outstanding. Whilst Mrs Seys has worked tirelessly since 2016 and made the changes and developed this work across the school, she is first to acknowledge this has been achieved on the back of school leadership support, most notably, Miss Davies and Mr Scott: 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. Mrs Seys has successfully enthused the whole staff – communicating effectively to take all on the 'Beacon School journey' to embed Holocaust education as something meaningful and increasingly impactful across the school.

## b) The Beacon School Lead teacher

- In Mrs Seys the Beacon School programme enjoyed an enthusiastic and fully compliant participant. She attended the pre-requisite 1-day CPD, the London residential and Poland Study visit.
- Her highly impressive and well-respected work as UCL Centre for Holocaust Education Beacon School Lead Teacher clearly evidences both compliance with and embodiment of the teacher standards. The review found that she:
  - Sets high expectations which inspire, motivate and challenge pupils
  - Demonstrates good subject and curriculum knowledge
  - Fulfils wider professional responsibilities by contributing positively to school life
  - Upholds public trust in the profession
  - Promotes good progress and outcomes by pupils
  - Plan and teaches well-structured lessons
- The passion, commitment and developing expertise of Lead Teacher, Mrs Seys, is widely acknowledged as providing the project's impetus. Miss Davies spoke warmly and respectfully of Mrs Seys' *'dynamic and inspiring'* leadership of the project. Others of her successfully *'...taking people with her on this journey'* ensuring it has felt a genuinely shared and collective endeavour. Miss Davies went further to talk of the lead teacher having given Newport's Beacon School engagement *'direction and dynamism'* – her passion and enthusiasm for Holocaust education as part of a *'real education'* experience is clear and infectious.
- Similarly, it was telling a student spoke of Mrs Seys' *'...real passion for the Holocaust. It just sort of shines through...'* There is an authenticity to Mrs Seys' commitment to Holocaust education that comes across in the classroom and among her peers. This should be celebrated and her emerging specialism shared within the school and beyond.
- In Beacon School lead teacher, Mrs Seys, Newport Girls High School enjoys a gifted, aspirational and collegiate history teacher. She has undertaken the UCL Centre for Holocaust Education Masters Module, is a passionate and experienced Holocaust educator and advocate of quality teaching and learning in History and a wider holistic curriculum, for all. Her Holocaust education specialism continues to evolve and thanks to her engagement with the UCL Centre for Holocaust education CPD, the Beacon School London residential and Poland study visit she has a secure and rich range of strategies and materials to draw upon. She deploys that growing wealth of resource and demonstrates it in the classroom and generously shares with colleagues. She has the skillset and experience to become a future regional leader in the field of Holocaust education, and this review suggests consideration of whether this may be an avenue for future professional development at a regional level for UCL, in terms of peer reviewing other Quality Mark Beacon schools?
- Succession planning is in place and confirmed independently by Mrs Seys, Miss Davies and Mr Scott. There is a clear vision from the Headteacher about recruitment expectations to replace Mrs

Seys should she 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 and Miss Davies noted that whilst her senior position in school may limit her ability to extend her Holocaust related commitments too much *'...were Amanda [Mrs Seys] to leave then I am in a good position, as History teacher and Beacon Schools SLT link, to work with a replacement to continue the excellent work she has done'*.

- The personal and professional 'journey' of a Beacon School lead teacher is always revealing; this is especially true of Mrs Seys who reflected in her scheme of work/learning evaluation that:

*'A real unexpected positive outcome for myself was working with the other Beacon School teachers and the UCL team. I hadn't really thought about this prior to applying to be a Beacon School, but I have learnt so much from everybody else on the programme and really benefitted from their ideas, enthusiasm and experience.'*

*I have also grown in confidence as a practitioner. Although there has been a lot of work involved, much of it was things that I already wanted to do but didn't have time. I was worried about the SoW not being good enough or 'right' and so was surprised and thrilled with Darius' really positive comments about it and about the work we are doing, for example inviting our community to hear Holocaust survivors speak. Achieving a B in the MA module was also a really positive outcome for me: I found it really difficult to allocate the time that I wanted to the MA and so was really pleased not to fail! I very much enjoyed engaging in academic study myself again and am really keen to enrol upon further Masters level study, especially now that I have freed up some more time by dispensing with my Head of Year role.'*

*Time has been a recurring problem, albeit not unexpected, throughout the project, but the whole experience has really demonstrated to me that what I enjoy doing is teaching history really effectively and this is what I will be able to focus on moving forwards.'*

- Time is a precious commodity in any school and for every professional working within them, but it was telling Mrs Seys spoke of what she would do differently in the following terms: *'Next time I would allocate some of my PPA time specifically to my Beacon School work and stick to this as my little treat every week.'*
- Mrs Seys, as Lead Teacher, was mentored by the UCL Centre for Holocaust Education's Darius Jackson. It is clear her passion and enthusiasm for her subject specific teaching and learning focus has driven this project – and yet, the success of Newport Girls High School review is to be found in her ability to work in collaboration with Miss Davies. This partnership served to ensure senior leadership support and Headteacher endorsement, all this galvanising a spirit of collegiality and community among faculty and colleagues for the Beacon School shared endeavour. People have become immersed in this holistic education work, empowered by the CPD that Mrs Seys and UCL have provided. Teachers have used the stimulus and guidance and made it their own; relevant to their subjects and roles in school, suitable for the individual needs of their learners.

- The work of the Lead Teacher was acknowledged in the 2017-18 appraisal process. Internal documentation shown during the Quality Mark review visit focuses upon efforts to embed the Beacon School scheme, ethos, pedagogy and status. Mrs Seys was rightly proud these efforts were recognised in ‘glowing terms’. Perhaps, on reflecting upon the Quality Mark process and the recommendations of this report, one of the ‘even better if...’ might be put forward by Mrs Seys as a future professional development/appraisal target for 2018-19 or beyond?

### c) The Beacon School Headteacher, SLT and governors

- This review confirms the Ofsted view that *‘The quality of leadership and management throughout the school is outstanding’*. Beacon School status has been part of that ongoing development journey, and has since 2016 been in the school’s improvement/development plan explicitly, and will continue to be referenced in terms of SMSC and curriculum development annually (minimally for the period of this Quality Mark, until 2022)
- The review found in Headteacher, Mr Scott, a proud, enthusiastic supporter of Mrs Seys and of Newport being a Beacon School. Here is a senior leader who is a strong and articulate advocate for Holocaust education. That Mrs Seys’ SLT link for the project, Miss Davies, is also a History teacher, has attended the CPD day, and engaged in a hugely positive way is not insignificant –the degree of SLT engagement and support is highly unusual and has undoubtedly contributed to its success. All senior leaders should be commended for the encouragement and positive endorsing of Mrs Seys’ efforts, the importance of Holocaust education and recognition of its valuable student outcomes.
- Mr Scott and his senior staff provide strong and supportive leadership, critical to Beacon School success – 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. Throughout the review process, various staff outlined the impact of UCL Holocaust Beacon School status at Newport Girls High School in terms of his educational vision and the schools mission and ethos.
- We can therefore confirm that despite his being relatively new to the school, Headteacher Mr Scott has steadfastly used his role to continue to lend visible leadership support and commitment to Mrs Seys and championed the school’s Beacon School work. This review found both Mr Scott and Miss Davies to be well informed, insightful and engaged in the process and clearly proud of their staff and students for engaging in this opportunity in the way they have. It is this review’s contention that senior leaders at Newport Girls High School have played their part in the Beacon School process – and they should be rightly proud of all that Mrs Seys and the school have achieved to date in this area of emerging specialism.
- Leadership and management’s support for and embracing of Holocaust education and Beacon School status was best articulated in it being key to the school’s developing confidence in *‘what it is we believe in’* as a school and staff body. Holocaust education has contributed to that values

narrative and securing us to our mission and purpose in a powerful and quite unique way... for many of our staff it has tuned them back into real education and a sense of vocation and service’.

- Newport Girls High School 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.
- The schools’ 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 work’s profile and significance, and students are aware of the Beacon School status and the seriousness with which this programme is being taken. The fact it is 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.
- During the School Leadership Team meeting, Mr Scott stated his pride and desire to ‘...*celebrate and share the work of the History department ... (namely Mrs Seys)...by seeing her take on that Beacon status and [if successful] share the Quality Mark accolade with others in the region... to become a champion.*’
- It is rare to see such outstanding leadership articulate the potential and need for Holocaust education so powerfully. The trust between the school’s leadership team and middle leaders is obvious; communication and support outstanding. Whilst Mrs Seys has worked tirelessly since 2016 and made the changes and developed this work across the school, she is first to acknowledge this has been achieved on the back of school leadership support, most notably, Miss Davies and Mr Scott: 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. Mrs Seys has successfully enthused staff – communicating effectively to take all on the ‘Beacon School journey’ to embed Holocaust education as something meaningful and impactful across the school.
- Whilst it is evident Miss Davies values Holocaust education from a discrete disciplinary perspective, Mr Scott also recognises and appreciates its wider contribution, whether in terms of SMSC and other whole school priorities, or in terms of school improvement. He spoke of the Holocaust’s emotive resonance and embedded historical connection, but pointed to issues of pride and

Britishness in studying the Holocaust, something within it which speaks to his school communities' identity, values and sense of self.

- Whilst there is no named link governor to support Holocaust education, the Headteacher noted their general awareness of Beacon School status. Mrs Seys echoed this point and mused about potential further opportunities to cultivate involvement; *'The headteacher and governors have had an interest and involvement in the Beacon Schools work because it is written into the SIP, although I would have liked governors to be more involved: perhaps I will invite them to a presentation or maybe to attend centre run twilight CPD in the future if this is acceptable?'*
- There is a prevailing feeling that Newport Girls High School's Mr Scott and his leadership team recognise and value Mrs Seys' work to date, but also the work still to do and the opportunities that lie ahead; that Beacon School status was *'a learning journey and partnership'* and that Miss Davies in particular is looking forward to further developing their links and engagement with the UCL Centre for Holocaust Education, especially regards research and future CPD opportunities.
- The success of Holocaust education provision at Newport Girls High School is testimony to the best in respectful working relationships and meaningful communication between school leadership and middle leaders; especially evident in the supportive, constructive and creative dialogue and collaboration of Mrs Seys and Miss Davies, but also among Mrs Seys and colleagues in English, Geography and MFL.
- Newport is a very forward-looking school. Despite challenges – as with any school - its commendable and empowering vision for its learners, is led from the top, and embodied in the schools' ethos, character, identity and values. That comes from the Headteacher, Mr Scott, his SLT and flows throughout the school community. He and his 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.
- Newport Girls 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, though more effective and illustrative data tracking, monitoring of Holocaust related progression and outcomes could be developed.
- Self-evaluation and reflective practice at SLT level is – in the judgement of this reviewer – a Newport Girls 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 from Miss Davies, and instead there is an ongoing commitment alongside Mrs Seys to further reflect, develop, refine, innovate, collaborate and explore opportunities where appropriate.

- There is a justifiable pride in belonging to and being part of Newport Girls 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 Newport and among their growing and much valued networks and partnerships.
- School senior leaders have a clear vision and drive to move the school forward, to ensure for all its learners the positive, quality and enriching learning experience and outcomes they deserve. In Mrs Seys, they have an experienced and innovative, committed teacher, determined to build upon its Beacon School status and provision. She also enjoys the collegiality and support of colleagues across the school - who have embraced the Beacon School programme, adopting the scheme of work/learning or Centre's pedagogy. Together these leaders and teachers have taken Newport Girls High School on the 'Beacon School journey' – it is an immense team effort, of which all should be proud.
- Despite the hugely impressive provision of Holocaust education in Newport Girls High School curriculum it is not to be assumed this is the norm, or indeed easy to attain; the national educational landscape and its policy and accountability demands are immensely challenging, curriculum and assessment ever-changing and budgetary factors are of significant concern, as are staff recruitment, retention and teacher training or CPD access. It is even more creditable then that Mrs Seys and colleagues have achieved so much despite this broader difficult educational landscape. This review acknowledges the honesty and openness with which the weaknesses of and potential threats to this incredible Holocaust education work (as noted in the SWOT analysis on page 96) were explained and outlined. The Centre stands ready to work with Newport Girls High School to respond to some of those concerns and issues, and to continue to raise issues of national scope, such as compressed KS3 and cover costs, at government and policy level.

### **Potential areas for further development**

- Continue to ensure the Lead Teacher's developing specialism is recognised or acknowledged through the school's Appraisal system – whether as a target for ongoing development in relation to an 'even better if...' of this report, or simply by way of acknowledging her ongoing work in this area in a comment box.
- Look for opportunities to further engage school governors, parents and the local community – perhaps through family and community learning or policy developments.
- Commit to ensuring Beacon School status is referenced and retained in the school's improvement/development plan and documentation for the duration of the Quality Mark Award.

\*See also Mrs Seys SWOT analysis.

## 6. Commitment to CPD and networks

- CPD – whether internal or externally provided – is highly valued at Newport Girls 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. That Beacon School status facilitated and embedded Holocaust education CPD as an integral element to participation has been embraced.
- According to UCL mentor Darius Jackson, the school ran a ‘*highly successful*’ CPD day ‘Unpacking the Holocaust’ in partnership with UCL in January 2017, thereby fulfilling its programme expectation to host the teaching team and provide specialist training provision for the school and its hub partners. He commented how ‘*well attended*’ it was, both with a noticeable range of Newport colleagues released to attend, but also the hard work required to forge and develop a network of schools in Shropshire.
- The CPD figures for the CPD day are more significant than initially alluded to; some 36% of the school’s teaching staff attended that day, for a school of this size and its staffing compliment, which is a significant obligation, indicative of the school’s commitment to the Beacon School programme. In addition to Newport Girls High School staff, four other schools had representation from its developing hub network.
- It is notable that in the scheme of work overall evaluation document Mrs Seys spoke of the complexity of network building and difficulties engaging with partner schools, writing:

*‘Looking at the project as a whole, we have really enjoyed and benefitted from the Beacon School project. I was quite stressed at times about building a network of cluster schools. I contacted all local schools inviting them to attend the CPD day and also invited schools who are part of our existing history network group but had only received one interested reply by the time of the October training. This set me in something of a panic, although I did feel better after speaking to other participants and finding out they were in the same position. After resending my emails to different people I got more interest and was really pleased that 5 schools attended the CPD day...’*

Mrs Seys’ resilience in networking building paid off, and has ensured growing and vibrant links continue to embed and evolve – including more recently schools being able to get involved in other Holocaust, genocide or human rights focused projects.

- The school’s internal CPD evaluation<sup>11</sup> document is revealing in terms of the impact of the Centre’s CPD on a range of staff across disciplines. In the first instance the free text responses to evaluation of the course reads thus:

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<sup>11</sup> This evaluation is generic to any CPD (internal or externally provided) which all Newport Girls High School staff participate in.

- *'An incredibly enriching CPD which gave me valuable insight into a major period of history and gave me direct experience of learning about a moving subject matter (how to teach it, how to access it, how to reflect etc). Great to interact with colleagues from other schools too.'*
- *'Informative content (particularly as an English as opposed to History teacher), inspiring delivery, transferable teaching strategies (especially constructivist elements) and - wall space permitting! – have thought of ways to incorporate a timeline style activity into lessons.'*
- *'Course was well organised and engagingly delivered. Lots of practical activities that can be slotted straight into my teaching.'*
- *'Excellent day. Thought provoking and detailed.'*
- *'...The delivery of the course modelled good practice and certainly demonstrated some useful approaches which could be adopted and used within the classroom'*
- When the school's CPD evaluation form asked participants to *'...detail any steps which you intend to incorporate what you have observed/learnt into your current practice, or into wider areas within the school'* respondents offered:
  - *'Encouraging questioning via an interesting, often visual stimulus, avoiding jumping into depth – and leading the way (too much teacher talk 'at'), making the past and difficult issues relevant - e.g. natural and human disasters.'*
  - *'Adapting the timeline activity to sequence plots and to include characterisation or quotations'*
  - *'Rewrite the scheme of work on the Holocaust'*
  - *'Use and apply newly enriched topic knowledge in A'level German topic related teaching, cultural context'*
  - *'Amend and review/refine the lesson on the 'Vultures' poem by Chinua Achebe'*
- Beacon School status has enabled Mrs Seys to provide CPD opportunities, in conjunction with UCL, both internally and externally – most noteworthy since that January 2017 CPD day, and the initial Beacon school year commitment, was the hosting of and participation in one UCL research lesson – Britain and the Holocaust with Tom Haward - with two forthcoming twilight CPD sessions 'Whose Anne Frank?' and 'The Pursuit of Justice' planned for April and June 2018. It is clear from the review visit that Mr Scott and Mrs Seys are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2018-2022 and keen to host further CPD opportunities and engage with research and evaluation or piloting projects.

- 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 about the impact of Beacon School status, the review heard the following during two separate small group staff panels:
  - *'Tom's piloting of Britain and the Holocaust here was a turning point for me and the way I work...its provided a hook for my engagement with the school's Beacon work but also restored me to my original mission in becoming a teacher'*
  - *'Refreshing in approach...timely in my career... game changer for my practice'*
  - *'I hadn't appreciated really how jaded and disillusioned I had become with teaching until I attended the CPD and feel so re-engaged with pedagogy, excited by educational research, immersed in the learning and complexity now. I felt valued and reinvigorated and afterwards it made me reflect on what I had lost in the years since training, and what it was I loved about teaching...of course, I learned so much about the Holocaust, but more powerfully for me was a feeling of genuine investment in me as a professional educator, I had lost that somewhere along the way. I have found my true North again you could say.'*
  - *'...it turned my lessons on their head ensuring I was doing less and expecting students to do far more, even if that meant persevering with awkward silences'*
  - *'...rather than being daunted, overwhelmed and reticent about complex or difficult issues like the Holocaust it's made me welcome and embrace complexity and challenge, and I think this means I have taken my students on a very different teaching and learning journey as now we learn together and explore and discover within the classroom...its feels a collective experience, rather than me telling them everything or leading simply from the front....it's certainly something I am more conscious of now in other aspects of my teaching...'*
  - *'The lasting impact has been on my planning for and range of questions...the authentic encounters session with the toy was just so powerful in its use of questioning that that has really shaped all else I now do.'*
  - *'It means I now funnel up rather than funnel down thanks to the modelling on the day. It was so nice to engage in some pedagogy and research informed theory...I hadn't done that in years... and so to enter a big story with an individual, then the community really showed me the significance of the subject matter. What impressed me about the CPD day was the empathetic but not manipulative use of the human story throughout...the unpacking of Leon's life as just so significant and personal...to go from the micro to macro was compelling and presented a really sophisticated approach that is now becoming increasingly embedded in all my teaching'.*
  - *'It just works in the classroom...its real, it engages and involves the students doing the learning... It's relevant and based on some actual research...so what is there not to like?'*

- *‘Such a fabulous opportunity for me, both professionally and personally.’*
- *‘That it encourages us to expect more of the students was really powerful... I mean, it really showed me how we often underestimate what young people can do and at times either spoon feed for the curriculum and results or just over simplify fearing the complexity is too much... instead I went away from the CPD feeling I could produce lessons where I raise my expectation of what young people can do and engage with and in a way it’s meant, I think, that the CPD has led to my developing a richer, more respectful approach to my young people, and subsequently deeper and more meaningful, certainly more rewarding, learning.’*
- *‘The timeline was my light-bulb moment I suppose as I had wondered how the CPD might impact or relate to my geography teaching... Turns out I have been able to adapt the timeline to layer geographical developments over time, to illustrate development, globalisation and so on... its helped me in terms of exploring migration patterns, push and pull factors and refugees and most recently inspired one of my EPQ students in their study of post genocide developments in Rwanda, and to identify stages in the unfolding genocide/atrocities/crimes against humanity – call it what you will – of the Rohingya in Burma... the UCL CPD is such a dynamic model for teaching and learning that I have been able to layer and apply those strategies and own it in geography. That was pretty incredible.’*
- It is clear for several colleagues the re-engagement with research and pedagogy was an exciting and unexpected positive outcome of Beacon School status. Some talked of the Beacon School coming at a pivotal time in their personal and professional lives – that in some way the opportunity and engagement in CPD was *‘vital to my wellbeing and remaining in teaching’*. Another, said they had *‘fallen in love with teaching again’* and that it has *‘reinvigorated me...really affirmed me as a teacher and as a woman’*.
- As noted previously, the opportunity for Mrs Seys to travel to Poland as part of the Beacon School programme, provided a personal and professional stimulus, the continuing professional development of which is clear to see.

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 Newport Girls High School affords the subject matter and what can be achieved; it speaks to the broader educational and civic mission statement of headteacher Mr Scott and his SLT.

- As noted previously, the opportunity for Mrs Seys to travel to Poland as part of the Beacon School programme, provided a personal and professional stimulus, the continuing professional development of which is clear to see. The trip to Poland, expertly led by the Centre’s Paul Salmons, has impacted upon classroom practice when teaching and learning about the Holocaust, but also in wider departmental considerations of generic site based pedagogy.

- Mrs Seys describes the re-engagement with research via the UCL Beacon School programme as providing so many *'light bulb or aha moments'*, including the school's own data, which has already been mentioned and will be alluded to again later, which cast light on strengths and areas for development that Mrs Seys has used as evidence to *'tweak lessons'*, particularly on antisemitism.
- For several Newport colleagues the re-engagement with research and pedagogy was an exciting and unexpected positive outcome of Beacon School status, and was referred to on a few occasions throughout the review as *'welcome'*, *'something I hadn't done since PGCE'*, *'refreshing'* and *'good to be challenged in that way as made me reflect more on my practice... and not just my Holocaust teaching either.'* A couple talked of the Beacon School coming at a crunch time in their personal and professional lives – that in some way the opportunity and engagement in CPD was *'timely'*, *'vital to my wellbeing and remaining in teaching'*. Another, said they had *'fallen in love with teaching again'* and that it has *'reinvigorated me...really affirmed me as a teacher and as a woman'*.
- 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 Newport affords the subject matter and what can be achieved; it speaks to the broader educational and civic mission statement of headteacher Mr Scott.
- Senior leaders at the school are forward thinking and not complacent. Despite obstacles and challenges to the provision and status of Holocaust education Mr Scott and Miss Davies are keen to move forward to consider the opportunities, the ongoing possibilities for partnership with UCL and furthering professional develop. They are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2018-2022.
- CPD dates can be calendared annually by Mrs Seys and the senior leadership team, in liaison with UCL Centre's Emma O'Brien. This will enable more Newport Girls 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 Newport and among local/regional partner schools. Twilight CPD events can be arranged by contacting the Centre's Tom Haward.

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 Newport Girls High School learners, teachers, UCL and other partners.

### Potential areas for further development

- Aim to schedule at least one CPD event linked to Beacon School status a year – whether hosting a full CPD day to ensure capacity and critical mass in the school, or further develop your network to

ensure a thriving hub, or a specific twilight opportunity. The UCL Centre for Holocaust Education stands ready to assist – contact Emma O’Brien, Tom Haward or Shazia Syed to arrange this for the coming year.

- Encourage and support colleagues who have completed the one-day UCL CPD to consider the online MA module. Contact Ruth-Anne Lenga or Mike Cranny for details.

\*See also Mrs Seys 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, particularly within History, has benefitted from Beacon School status.
- Beacon School status plays a crucial part in securing excellent SMSC provision and this should be widely celebrated.
- Ambitious and reflective school and leadership. Senior leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust education.
- Newport Girls High School have developed a clear rationale for their approach to Holocaust education that speaks to affective and cognitive outcomes for learners. They are developing a specialism and expertise in the field that is rare, in terms of its depth, rigour and innovation. As a result, the provision for and impact of Holocaust education at Newport has significantly improved because of participating in the UCL Beacon School programme.
- The scheme of work/learning and wider Holocaust education offered shows signs of careful collaboration across several curriculum areas. This has been developed in a coordinated way, with each subject retaining its distinctive disciplinary nature, while enabling students to 'join the dots' between them. Contributions by MFL and English set a compelling model for future planned collaboration in other departments across the school and demonstrate what is possible. This speaks, too, to the '*can do/can try*' attitude of staff, and the openness found throughout this review to reflect on existing strengths and consider areas of development as areas for opportunity and innovation.
- This scheme of work/learning is both enhanced by a range of UCL Centre for Holocaust Education materials, and richly informed by its pedagogy and educational principles.
- The centrepiece of Newport's strength in Holocaust education is built upon the foundation of its constant pursuit for quality teaching and learning.
- The lesson observed for the purposes of review bore key hallmarks of quality teaching, rather than just quality teaching about the Holocaust.
- A vocabulary of rights was an undercurrent, informing or framing several student contributions throughout the review process.

- This review confirms that Newport Girls High School Holocaust education provision, its quality teaching and learning **is** indeed excellent and a powerful contributor to both a curriculum that informs, engages, empowers and inspires its learners and wider school improvement.
- The school attaches considerable importance to matters relating to students' assessment, achievement and outcomes, both academic and holistic; whilst there is no summative assessment at the end of the Holocaust unit, the formative assessment approach is rigorous, annually reviewed, and in line with the school's assessment policy.
- Personal stories were a feature of the Holocaust scheme of work that the students found particularly compelling, especially the thread of Leon Greenman and family.
- Strong and supportive leadership from the Headteacher Mr Scott, through Miss Davies and Mrs Seys as Lead Teacher, has been critical to the success of the development of Holocaust education at Newport. 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.
- The passion, commitment and expertise of Lead Teacher, Mrs Seys, is widely acknowledged as the heart and soul of the project.
- The 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 and a wider holistic curriculum, for all. Thanks to her engagement with the UCL Centre for Holocaust education CPD, the Beacon School London residential and Poland study visit, she has a secure and rich range of strategies and materials to draw upon, which she deploys and demonstrates in the classroom and among her colleagues. She has the skillset and experience to become a regional leader in the field of Holocaust education. This is an avenue for future professional development that UCL should consider in regards to opportunities for peer reviewing other Quality Mark Beacon schools.
- The commitment to the status and successful re-designation as a Beacon School is evidence of Newport Girls High School's approach to ensuring quality outcomes and experiences for all its learners in History. There is now a difference in teaching and learning about the Holocaust, and some of the generic gains should be recognised as best practice in other subject areas.
- Newport Girls High School have found their participation in the UCL Beacon School programme to be important of itself, but also recognised its opportunities to serve other whole school, educational policy agendas: Spiritual Moral Social and Cultural development, Global Learning, Fundamental British Values, 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.

- Newport'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. Student voice was especially strong: students were articulate, offering sophisticated and nuanced insights in empathetic, confident and thoughtful ways. Student substantive knowledge was shown to be sound, their use of subject specific terminology excellent. The students were the school's best ambassadors regards the impact of Holocaust education, understanding that the depth of opportunities they enjoyed at Newport Girls High School in this area of study was not common, rightly regarding it a '*...very powerful and important learning experience.*'
- Use of nuanced questioning is strong: evidence of a range of strategies and types of questioning were found in teacher and student review meetings, along with a commitment to reflective practice and ongoing development. This is also linked to students themselves recognising they were being asked to '*...think and do more*'. Independent thinking was being embedded and expected so, as teachers led less, students were doing more. Use of teacher talk is also noticeably strong; Mrs Seys' lesson observation demonstrated powerful distinctions between teacher talk, *at*, *to* and *with* students and this best practice should be shared more widely across the school.
- 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 for Holocaust education.
- Partnership with UCL Centre for Holocaust Education in its role as mentor and critical friend has been extremely rewarding, positive and productive. There has been increased engagement with research, pedagogy and classroom practice; staff spoke of a re-engagement with teaching and learning, and true thinking about purpose of education via the Beacon School programme.
- It is clear the Beacon School project has been instrumental to staff and school engagement with academic and educational research.
- The partnership of Newport Girls High School and the UCL Centre for Holocaust Education has been valued, especially with regards to CPD provision. Both the school and the university look forward to continuing this partnership in 2018-2022 and beyond. Contact should be made with Centre's [e.obrien@ucl.ac.uk](mailto:e.obrien@ucl.ac.uk) and [t.haward@ucl.ac.uk](mailto:t.haward@ucl.ac.uk) to arrange hosting of CPD days or twilight events.
- The literacy levels of Newport girls is hugely impressive – they are articulate and thoughtful in their spoken word, creative, emotive and reflective in their written Holocaust responses. A collection of some of the Holocaust inspired student poetry and prose should be created as a glimpse of their brilliant insight and skills, published or sold.

- Newport girls are articulate, thoughtful citizens; keen to learn, respectful and are the school's best advocates. Use your students to champion the school and the cause of Holocaust education. They are truly wonderful ambassadors for the importance of a range of work Newport Girls High School does – not just in Holocaust education. They are hugely proud of their school and teachers and appreciative of the experiences they are offered here, so this review encourages you to give them opportunities to talk or 'shout about' this to parents, governors and the wider community. Newport Girls High School is doing some incredible and important work with young people, so it is worth sharing that more widely and loudly – especially the Quality Mark Beacon School status - with the local press and constituency MP.
- Be better at showcasing your evolving specialism in this area – you have far more strengths than your SWOT analysis showed – so, use the schools website, twitter and parental newsletters or local media to 'shout about' this Quality Mark achievement, and thereby use that opportunity as a catalyst to raise awareness of the importance and impact of Holocaust education.



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

- Whilst the quality of teaching and learning, and the outcomes for learners in History has benefitted from Beacon School status and this continues to be an area of outstanding practice, expertise and passion, it should be regarded as a driver for generic quality teaching and learning throughout the school so that best practice helps drive whole school improvement.
- Quality teaching and learning about the Holocaust is largely thanks to a thoughtful, innovative, challenging and rich scheme of work/scheme of learning. It may be worth considering scope for including the forth-coming UCL Centre for Holocaust Education resource 'Forgotten History: what happened in East and how do we know?' This is being produced in conjunction with the Imperial War Museum and may be something to consider in relation to your geography of the Holocaust/*Einstazgruppen* lessons.
- Whilst hugely impactful, might sustainability and pragmatic concerns mean some of the History burden be shared with other relevant faculties? Might this create cross curricular and further innovative and collaborative opportunities?
- Given the success and undoubted effectiveness of the UCL pedagogy for Holocaust education consider opportunities for this supporting whole staff teaching and learning improvement – share existing best practice. There is so much that is positive in this review – it should not be seen as niche to Holocaust education, rather that it could be transformative and key to supporting/driving school improvement.
- There is clear openness and initial innovative thinking regards linking the History scheme of work/scheme of learning to other subjects across Newport Girls High School and a desire to pursue collaborative opportunities in the short, medium and longer term. It will be interesting to see how these opportunities build and develop and there are a range of additional CPD opportunities or Centre projects that could be of interest as the school's Holocaust provision moves forward.
- Students' confident use of vocabulary was impressive and marks genuine progress in historical literacy – but it may be worth considering 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? Religious literacy may also significantly improve with the planned for introduction of a scheme relating to Judaism.
- Formal assessment regards the teaching and learning about the Holocaust needs further thought regards concerns about a lack of extended historical writing opportunities to support GCSE preparation or in regard to a lack of baseline opportunities. This could be innovative in nature –

perhaps building on the *myth busting* or in use of a starter that would draw on up to 10 of the UCL survey questions- but does need consideration moving forward. Student voice could prove useful and informative here as students did have clear ideas of a range of ways they could demonstrate and showcase their knowledge.

- 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? The questions used in the Centre’s research into student knowledge and understanding of the Holocaust could be useful here, as this would give you a national baseline to compare knowledge to, pre-and post, and complement the existing ongoing assessment within History. This could be offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time. The Centre’s Nicola Wetherall stands ready to assist or support this development should the History Department wish to.
- Similarly, consider developing opportunities for understanding attitudinal change. This could draw upon the key findings and recommendations of the new UCL research briefings. 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. Perhaps a trial or pilot in conjunction with UCL Centre for Holocaust Education research team? An attitudinal survey or use of student voice could powerfully speak to the broader contribution of Holocaust education at Newport Girls High School and the impact on well-being, behaviour and safeguarding agendas (Prevent, SMSC, FBV and so on).
- 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)? Likewise, this review encourages further challenge for the most able and mindfulness to tackle passive compliance of a few learners.
- Conduct a second Holocaust education audit across the school since the Beacon School year. Where do other departments use Holocaust case studies, explore 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? This could support or inform discussions about further cross-curricular opportunities, and ensure the joined-up approach that RE and History (whilst retaining distinctive disciplinary natures, but embedded in UCL principles and in-keeping with IHRA guidelines) is universally recognised and practiced wherever the Holocaust is taught, referenced or explored. A new audit process will help identify areas of possibility and serve to eradicate misconceptions earlier in a whole school, coordinated Holocaust education

approach – it may also serve to identify appropriate areas of the curriculum that could help reduce the burden on the History department.

- Consider the development of a school Holocaust memorial or garden – this is in response to the students engaging in designing and reflecting on memorial spaces. This could be a value and ethos driven focal point, perhaps for Holocaust Memorial Day events in years to come and serve an SMSC and community function.
- Consider a review of current strategic provision of SMSC and Fundamental British Values across Newport Girls High School. SMSC is embedded in the school curriculum and ethos and secured by policy – but how is this monitored, mapped, and articulated? The Holocaust education offer at the school can contribute a great deal to such an audit – but the school’s citizenship work, safeguarding policies, RE curricula, PSHE and tutor programme also offer a great deal. Together you offer a wealth of personal development opportunities, but how might these be better coordinated, so that a holistic package is understood and valued by staff, students and parents alike? Mapping provision, identifying areas of strength and any developmental areas will be an opportunity to take forward.
- To what extent might the UCL *Britain and the Holocaust* lesson, and Holocaust education prove a useful contributor to exploring further issues of Fundamental British Values, and could rights education further complement and enhance your provision and offer? Given the strong commitment to SMSC, values and holistic learning opportunities, this review suggests consideration of the UNICEF Rights Respecting Schools initiative and/or of becoming a Values Based Education School. The Centre’s [n.wetherall@ucl.ac.uk](mailto:n.wetherall@ucl.ac.uk) can provide the necessary contact details if interested in considering either of these programmes. The work you do in terms of Holocaust education would certainly underpin a strong application for either.
- Continue to ensure the Lead Teacher’s developing specialism is recognised or acknowledged through the school’s Appraisal system. This could be a formal identified target, or – minimally – a standing agenda item for discussion/recognition at the appraisal meeting and review. Is there an emerging role for the Lead Teacher across the region regards History/Holocaust education? Could there be a UCL Associate role?
- 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 Mrs Seys leave, Newport Girls 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.
- Look for opportunities to further engage school governors, parents and the local community – perhaps through family and community learning or policy developments. What is the possibility of parental or community engagement, small scale family learning, or survivor event? Parents

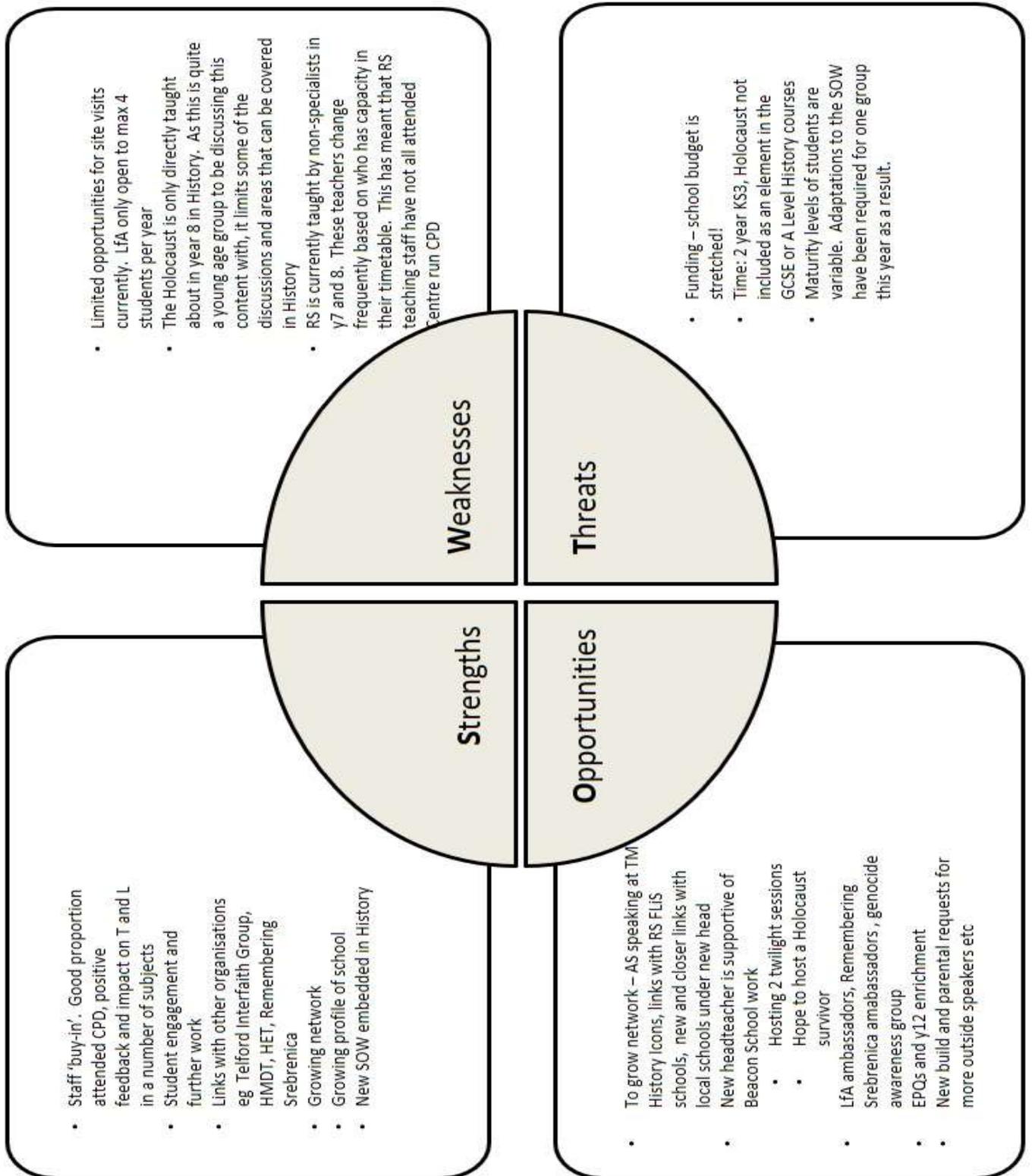
ought to know of your 'Beacon School' status. Governor/s to up skill in relation to Holocaust education which will enable them to challenge as well as support the school in this important area of its work (possibly a link governor/Humanities governor)?

- Commit to ensuring Beacon School status is referenced and retained in the school's Improvement Plan and documentation for the duration of the Quality Mark Award. Including the status in the school's plans serves to help protect the development and reflection time; embed and share best practice as indicated during visit. This could be as a stated target, or as an example or reference point regards holistic aims.
- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust Education within your professional development calendar. Aim to schedule at least one CPD event linked to Beacon School status a year – whether hosting a full CPD day to ensure capacity and critical mass in the school, or further develop your network to ensure a thriving hub, or a specific twilight opportunity. The UCL Centre for Holocaust Education stands ready to assist – liaise with the Centre's Emma O'Brien for full-day CPD, and Tom Haward for twilight opportunities.
- To further substantive knowledge, confidence, skills and reflective practice, encourage and support colleagues at Newport Girls High School colleagues who have engaged in UCL Centre for Holocaust Education CPD opportunities to consider the FREE 'Holocaust and the Curriculum' online MA module. Contact Ruth-Anne Lenga or Mike Cranny for details.

**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 Newport Girls High School achieved full accreditation.

**SWOT analysis of TandL:** Completed by Amanda Seys, Newport Girls High School (Beacon School Lead Teacher)



### 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 Newport Girls High School designation as a UCL Beacon School for Holocaust education from 2018-2022.

\*Renewal of Beacon School status can be again sought within the 2021-2022 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:** The quality of Holocaust education at Newport Girls High School is excellent and forward looking. The girls are fortunate to have such passionate and engaged teachers whose concern for age and stage appropriate, research informed, innovative teaching and learning about the Holocaust, results in rich and varied academic and personal development outcomes. Student voice offered informed, empathetic and reflective insights as to provision and practice at the school – their articulate and perceptive remarks revealed the impact of Mrs Seys, Miss Davies and Mr Scott's efforts. It is clear Holocaust teaching and learning is responsive to students need, informing, engaging and inspiring the school's community and helping frame school improvement. It was a pleasure to visit the school and to see this important work in action – most especially in meeting and talking to so many of your articulate, reflective and insightful students. Newport girls have experienced a quality provision for and experience of Holocaust education that is unlike many of their national peers and the school community should be hugely proud of all that has been achieved to date in collaboration with the UCL Centre. The Centre stands ready to continue this supportive and innovative partnership in the future and is hugely proud of the programmes collective outcomes and its association with Newport Girls High School.

**Date:** July 2018

**Programme Director:** Paul Salmons

**Programme Director's signature:**



**Comment:** I am delighted to have seen the development of Holocaust education at Newport Girls High School as part of the UCL Beacon Schools programme. The impressive scheme of work is testament to the commitment, enthusiasm and dedication of Lead Teacher Amanda Seys, but the whole school gains were only possible with the full support of the Head and SLT, and the willingness to embrace the project by teacher colleagues across departments. The success is evident in the deep learning of students, their knowledge and understanding and the issues emerging from the study of the Holocaust that so enriched their SMSC learning as well. Congratulations to all on this conferment of the UCL Quality Mark. I look forward to continuing our work together with the re-designation of your Beacon School status, as you continue to build on the excellent work already achieved.



**Executive Director:** Professor Stuart Foster

**Executive Director signature:**

