

MINISTRY OF EDUCATION

REPORT BY H.M. INSPECTORS ON

John Ruskin County Grammar School, Croydon

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NOTES

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MINISTRY OF EDUCATION, CURZON ST., W.1.

Part I

When the last report was issued in 1949, the school had been a grammar school for only four years. A move to new premises in 1955 gave it the required opportunity to develop not only from a two form entry to a three form entry organisation, but to expand its advanced studies. In 1949 there were 346 pupils on roll of whom 33 were in the sixth form; in 1963 there are 598 on roll with a sixth form of 149, of whom 31 have been admitted to the sixth form as transfers from other secondary schools in the area. This is a large number, yet even the most recent transfers do not obtrude and all seem to have been admirably absorbed into the school community. The remaining 118 indicate that a good proportion of boys go on to the sixth form for more advanced work. This surge forward in the intellectual life of the school is reflected in examination successes and in the number going on to degree courses. In 1961 and 1962, one boy and six respectively gained State Scholarships, and under the new regulations in 1963 the list of those achieving high marks in the Advanced level and Special papers and the spread of these over a wide range of subjects are very creditable. Over the past three years 78 have gone to degree courses. A more detailed record of the occupations taken up by leavers over the past three years will be found in Appendix II.

The new buildings in the Shirley district of Croydon are most attractive and admirable use has been made of the site, preserving much of its natural beauty and retaining trees and the old mill. The school, with the help of the parents, has done much to enhance the attractiveness of the grounds by giving shrubs and rose bushes, and the annual ceremony of bulb planting has become part of the school's tradition. The school and the parents also combined to buy the organ now installed in the assembly hall. The recent repainting of the school has done much to add to its attractive appearance and the excellent caretaking and the good maintenance of the playing fields and grounds set a high standard to which the boys respond. Attractive as the premises are, they show signs of the economies exercised at the time of building. The geography room is small, there is no suitable space for craft work in the art room, the dining space in the entrance hall is crowded with 400 boys staying to a mid-day meal and, as a result, the service of the meal is slow. It is, however, the library that now demands the greatest effort if it is to play the role it should in the intellectual life of the school, and this problem is dealt with in more detail in Part II of the report. At present, owing to the extensions which added a laboratory and a drawing office, there are enough teaching spaces to meet the needs of the school. With any further increase in the sixth form and a more flexible organisation offering options from the third or fourth year, it will be difficult to meet the requirements. In addition, it is unfortunate that the sixth form has no common room. Up to a point the sixth form wing, although constantly used for teaching, helps to keep them grouped, but perhaps for the prefects a common room could be provided either in the mill or in a hut in the grounds. Such safety precautions as labelling the swing doors and verifying the effectiveness of the safety exits from the laboratories appear necessary.

The Headmaster has the help of 35 full-time and 4 part-time masters, and also of a very capable full-time and a part-time

secretary. The staff is sufficient in number and covers the various aspects of the curriculum adequately. It shows a good balance of age and experience, slightly weighted at the younger end of the scale. Although qualifications are not outstanding, the staff are working well beyond their paper qualifications. It is a strong team with no serious weaknesses and giving generously of its time outside the classroom. Ably helped by his Deputy, the Headmaster has created through his sincerity and easy humanity an atmosphere in which the members of the staff can give of their best; their sympathetic understanding of the needs of boys are among the main reasons for the speed with which newcomers, whatever their age, are absorbed into the community. They demand much of the boys and of themselves and the boys respond well.

The organisation is a simple one; from three parallel forms in the first year one group of quick intelligent boys is selected to aim at the Ordinary level at the end of four years. The school has largely been successful in avoiding with this group damaging pressure and a narrowing of the course and, on the whole, the arts and science sides are well balanced. The course does lead to a time allowance for each subject which is minimal for full treatment of the syllabus and to the cutting down of time on all but the academic subjects, although through hobbies and certain choices the boys can pursue the study of art and music. This time allowance could lead to a narrowing of the approach in the individual subjects but this has largely been avoided and the treatment of most subjects has been educationally sound and liberal. It is perhaps the two other forms which suffer most from this express form, for it reduces their organisation to that of a two-form entry school. One form follows a traditional course leading to the Ordinary level at the end of five years, while the third and weakest form follows largely the same course with a bias towards 'technical' education mainly through more time in the workshops. This organisation allows for few alternatives and does not offer the choice or flexibility that a range of options across three forms could offer. This organisation has served the school well and helped it to attain its first and main objective. Early in the course it has taught the boys the need for hard work and by establishing examination success for all three streams it has shown the boys what they are capable of doing. The time may now have come for a further reassessment of the school's objectives to see if greater flexibility and depth could be added to the already fine achievements. The use of minority time in the sixth form is open to criticism; it is doubtful if the present diffuse arrangements are providing much intellectual stimulus or creative satisfaction.

With the same singleness of purpose the Headmaster has sought to give the boys a pride in their school and to build up an interesting community. A sensible uniform has been chosen which allows the older boys certain variations. Privileges have been granted to the fifth form and even more to the sixth form. The Head Boy, his Deputy and five senior prefects and their team of prefects carry out most effectively supervisory duties. The bearing, poise and academic purposefulness of the older boys are impressive. Throughout the school the habit of hard work has been established and this is balanced by a wide choice of out-of-school activities catering for the needs of the various ages. It would be difficult for a boy not to find something to suit his tastes in the range offered; the cadet corps, the

various games, societies linked to various subjects, and the literary and debating and dramatic societies. Most days, either during the mid-day break or after school, boys have a chance to pursue their own interests. Service to others is not forgotten, as can be seen from the list of donations to charity. School visits are organised, some near home, some connected with field studies and some with the linked school at Louviers. All this has helped to widen the boys' interests. They speak clearly and with considerable confidence and lack of self-consciousness and their pride in their school is very evident.

Ties with the parents and Old Boys have strengthened still further the building up of this community. Since articles of government were agreed upon in 1955, the Governors have, either through their termly meetings at which the Headmaster is present, or by individual visits, shown their personal interest in the school's welfare and pleasure at its development.

Despite its relative youth, this is a good grammar school. Since its transfer to these premises it has made rapid strides so that there is no serious weakness in the subjects of the curriculum. At the same time the out-of-school life shows a richness and the bearing of the pupils a poise which indicate the maturity which the school has already reached. The will to work and the ability to rise to an intellectual challenge have now been established and accepted as a matter of course. In this short time the school has reached a platform of highly satisfactory achievement from which it can now look for 'new peaks to conquer'.

Part II

LIBRARY

There are two libraries, the senior with rather more than 4,000 books housed in a room at the end of one wing of the building, and a junior section containing about 500 books for the boys in the first and second years, recently made by partitioning off part of a classroom. Until this year the annual grant was small, too small in fact to provide for more than a few additions each year. Not only has the grant itself been substantially increased, but a supplementary grant has been allocated for three years. This will help to make possible the further development of the library to meet more fully the needs of the boys in a school of this size, and to enable the library to play its proper part in the life and work of the school.

This development may well bring with it problems of accommodation. The present room is so often in use for private study that its function as a library has become almost secondary: in the future allocation of space, the two sections of the library should ideally be brought together so that all boys can share all the facilities the library has to offer. Moreover, the ante-room to the library, which is separated from the large room by a partition of less than ceiling height, is at present used for some small teaching groups, an arrangement which is disturbing both for the groups and for those working in the library. Some changes are desirable when possible. If the room could revert to its proper use as a library, more shelving and other furniture would be required.

Provision in the library is somewhat uneven. Most sections have some new material, but some books are unattractive and might with advantage be withdrawn.

The extra grant should enable the resources of the library to be greatly increased, so that it can, for the first time in this building, be fully used.

RELIGIOUS INSTRUCTION

Although a single weekly period of religious instruction appears on the time-table for every form, as many as 40 boys chose to offer the subject for external examination at the Ordinary level last year, and a like number intend to do the same this year. For these the only additional tuition is that arranged by the masters outside normal school hours - an anomalous situation that merits reconsideration.

No less than ten masters are concerned with the teaching; though one or two have been involved for reasons of organisation most are men of firm religious conviction who value the opportunity of sharing in the work of the department. They are led by a master who has amply fitted himself for the more scholarly studies demanded by boys in the sixth form. It is open to some doubt whether the Agreed Syllabus, which has little to say about studies beyond the fifth form, is adequate for the school's needs. Indeed the school syllabus departs so extensively from the Agreed Syllabus that some thought should be given to the question whether compatibility can be achieved without sacrifice of the school's main aims. At present comparatively little time is given to the Old Testament.

Nevertheless there is no lack of interest or zeal. All the teaching seen was purposeful and claimed interest and serious effort on the part of the boys. The Scripture Union, which meets weekly, attracts attendances of up to 100 boys. This is a tribute to the ability of the masters to make religious matters appear relevant and important.

ENGLISH

English is taken by all boys until they enter the sixth form, and they offer it in the language examination for the General Certificate of Education at Ordinary level. English literature at this stage is an optional subject. In the sixth form 34 boys in their first, second or third year, study literature as a main subject. Most boys on the science side have English periods.

The senior English master is assisted by three full-time specialists. All four are honours graduates in the subject; one is in his first term of teaching. Some English is taken by two other members of staff. The work is organised according to a thoughtful and comprehensive syllabus which makes careful provision for all aspects of the subject at each stage. As a guide to the staff it is, perhaps, rather detailed, and when the time comes for revision it may be advantageous to emphasise more clearly those parts which are especially relevant to the present needs of the pupils.

The teaching is competent and well informed. While it is always purposeful and progressive it proceeds in a pleasantly informal way which involves the constant participation of the boys. They respond well both in class and in their preparation. The general level of achievement reflects the work that has been done to establish the importance of the subject in the school.

The ability of the older boys to express themselves fluently and effectively in speech is very creditable, and it owes much to the encouraging atmosphere of the lessons and to more positive steps that are taken to promote oral work. There is increasing competence in writing as the boys advance in the school. The general level is good but it does not quite reach the highest of which individual boys seem to be capable. Although the written work is plentiful, and includes both exposition and imaginative writing, it is sometimes set on topics which are insufficiently close to the experience and interest of the boys. There is a good standard of knowledge of the literature prescribed for study, and the capacity for appreciation and criticism develops well. More might be done to encourage the habit of ambitious individual reading, particularly in forms where the burden of homework has not yet reached maximum. In this connection both the junior and main libraries need strengthening, especially with modern drama, poetry, fiction and stimulating general works.

So far as reading and writing are concerned there may be some demerits in an approach which leads to differentiate at times between language and literature. In general, however, English is in a very healthy state in the school and the standard of attainment is a tribute to the work of boys and staff alike.

HISTORY

History is compulsory until the end of the third year, when it becomes an option in arrangements which vary from time to time. Boys may also drop history before entering the fifth form. The substantial numbers who continue with it and offer it successfully in the Ordinary level examination for the General Certificate of Education are a tribute to the organisation and teaching of the subject throughout the school. Sixth form studies are well developed with 28 boys in their first, second or third years of work for the Advanced level or Scholarship examinations.

For the first three years the course covers pre-history and ancient times and British history to 1815. In the fourth year a number of historical topics relevant to the modern socio-political scene are studied. The fifth form course consists of the period 1815-1939. In the sixth form a course on the British constitution is among the possibilities for general study.

Most of the teaching is in the hands of two specialists, the senior history master and a recently appointed member of staff. Both are honours graduates. Some work in the lower forms is competently taken by a master from another department.

The teaching is scholarly and humane, and well adapted to the various forms. Discussion is freely initiated by the boys and they form the habit of consulting books and collecting their information in a critical way. In this they are encouraged by a number of interesting projects which are arranged from time to time, such as a well-produced study of Croydon or a survey of some aspects of contemporary culture which is being undertaken in collaboration with the music department.

History is well represented in the library and the senior master has also built up a separate collection of interesting books; many are paperback, which are likely to appeal in the middle school.

Written work is competent and purposeful. In the lower and middle forms, however, there is room for more writing which calls for the exercise of historical imagination and of judgment.

The boys at all stages have a good knowledge of the periods on which they are engaged, and their recollection and grasp of the main trends in earlier periods are above average.

Sixth form work in mediaeval history is competent and successful, and the interesting choice of Roman Britain as a special period has been well justified. An archaeological society has become well established in the school.

COMMERCE AND ECONOMICS

Almost all the teaching in this department falls to a young master who is a graduate in economics. In Forms IVT and VT boys who show serious weakness in French are diverted, instead, to a course in commerce leading to the Ordinary level papers in the examination. Few of the boys chosen by this means appear to be capable of grappling successfully with the more difficult aspects of the subject matter.

In the sixth form there is a strong following for economics which aims at the Advanced level papers after a two-year course, but with, at least for most boys, the unnecessary insertion of an Ordinary level examination after one year. The syllabus blends the study of basic economic theories with their practical applications and a consideration of some current problems. Until a better supply of reference material has been built up the course must remain rather closely dependent on text-books and current articles.

Lesson material is prepared carefully. The older boys show a very satisfactory knowledge of classical theory and vocabulary. In discussing actual events and situations they are prone to irrelevancies which call for rigorous direction of argument by the master. The department shows no lack of vigour or interest.

GEOGRAPHY AND GEOLOGY

Nearly all boys study geography for the first four or five years; it is, however, regrettable that a few may drop the subject after only one or two years. It is also regrettable that in a new building the geography room is too small to do justice to the aims of the staff, which are summarised in the scheme of work in these terms:- "The pupils should have an active rather than passive role in the studies. They should compile and interpret diagrams, graphs and maps showing geographical data; and projects giving scope for original observation and research have a part in the scheme". With a minimum time allowance and in spite of inconveniences inherent in the premises the staff adhere to these terms of reference. For younger boys outdoor observation is carried out on a small scale in the immediate locality; for older boys more ambitious field excursions at a distance are carried out.

For this forward-looking policy the school owes a great debt to the master in charge of the department; he is well supported by two young colleagues. They make many useful teaching aids and the rooms bear the impress of sound preparation and good management. The boys are trained to think for themselves, and, while pressure of time does not always allow knowledge to be consolidated, examination requirements are successfully met without loss of educational quality in the treatment. Though the 28 candidates for Advanced level in the sixth form are not generally of the highest intellectual calibre they respond well to exacting teaching.

In the hands of the senior subject master geology shares the same general qualities as geography. The teaching aids and equipment show the result of diligent and thoughtful planning, and the boys are given full opportunity to use available resources. The subject is confined to the sixth form and to Advanced level work. Due emphasis is given to the various branches of geology, each being treated with the thoroughness that is characteristic of this well-run department.

MODERN LANGUAGES

Four members of staff, all of whom hold good qualifications in languages, share the teaching. The Head of Department, a sensitive and gifted teacher, has prepared a thoughtful syllabus which gives considerable help and guidance to the less experienced of his colleagues. The approach throughout is an oral one and in both French and German the staff's own command of the language is

admirable. French is the main subject taken and there is a keen desire to use modern methods. The staff are anxious to introduce an audio-visual course and it is only the cost which has so far prevented this. With the means at their disposal at present, tape recorder, radio and television, they have already gone far. Their skill in lively and interesting practice of speech patterns with the younger boys is meeting with some success. There are a few places where work falls below the general high standard but this is being tackled with great vigour. On the whole, the oral work of the boys is well above average, not only in the express form, and the free compositions and much of the written work reach a very sound level.

The work in the sixth form is shared between the members of staff and once more the Head of Department has worked out an interesting scheme especially for the treatment of literature. This is early in the term to judge the work of the Lower Sixth although a good beginning has been made; within the second and third year group the oral work is above average. The boys are very able to discuss their work freely in the language while the written work is sound, some of it most promising. The good examination results of the last few years support this conclusion.

German is now started in Form IIIU but the time allocation of two periods is below the effective minimum. Nevertheless, the boys are working with a will and sound progress is being made. In all the German classes, this minimal time allowance is bound to effect what can be achieved, yet this has not been allowed to prevent the use of spoken German as the language of the classroom. The work in the sixth form is promising despite the shortness of the course, and examination results have been satisfactory.

In the sixth form a number from the art and science forms meet once a week to study Russian. In classes taken by the Head of the Mathematics Department gramophone records are used to help with pronunciation but on one period a week progress is bound to be slow. The use of the tape recorder for practice between the weekly lesson was discussed. The enthusiasm of the group is evident and has in the past led to a boy successfully gaining an Ordinary level in the examination.

In French and German there is a good nucleus of books available in the library and from stock; the choice of readers, of recent additions for the middle school, the good representation of modern literature for the sixth form are some indication of the vigour of the course.

LATIN

With the present organisation Latin is begun by all boys in the first year when the three forms are ungraded. Subsequently the boys in the express stream, Form IIIU, almost without exception go on to present the subject at Ordinary level three years later. A second form also continues with Latin, but may drop it for biology after a further year of study. Groups in the sixth form studying Latin at Advanced level are not large, about six or so in each year at present. No boys are taking Greek this year, but in the immediate past one or two boys each year have been successful at Ordinary level in Greek after an intensive course, and four years ago an Open Award in Classics was won at Cambridge.

Judged by the proportion of successful entrants in the public examinations, Latin is satisfactorily and successfully established. This is in large measure the result of the hard work of the head of department, an experienced teacher who is responsible for much of the examination work. He has the help of two other masters, one experienced and the other new to teaching this term, who have qualifications in Latin but also give some time to other subjects.

The work in the main school is based on a course book which encourages the use of oral method. The scheme of work postulates the primacy of the reader, but the teaching approach is mainly linguistic, with thorough learning of accidence and of the rules of syntax, but much of this is done in isolation and separate from the Latin text. Clearly accuracy is an essential objective, but may not this be attained more confidently and permanently and less laboriously through a wider range of reading and greater use of a brisk oral interchange in class? At present the amount of reading done outside the prescribed texts is meagre, so that whether in translation or in composition the boys do not have enough of the fluency that close familiarity with Latin texts would give. Below the sixth form most of the composition is of sentences and when continuous prose is begun in earnest in the lower sixth it is sometimes unidiomatic and syntactically faulty. It might well be that a shift of emphasis towards contact with Latin throughout, in texts and orally, would bring with it greater fluency in the use of Latin and more rewards for the hard work given to the accidence and syntax.

MATHEMATICS

In the mathematics teaching the head of department and his deputy, holders of good honours degrees and experienced teachers with good schoolmastering qualities, are assisted by four masters, three of whom are general honours graduates. Although three have significant, and in the case of the senior physical education master considerable responsibilities outside the subject, mathematics is for all the major teaching assignment. Though varied in length of experience and extent of mathematical background, they form a balanced team of generally sound and, in places, good strength. One master has yet to fully establish himself as a teacher, but all tackle their work with forethought and interest, and evidence a desire to maintain contact with recent developments in mathematical teaching. A capable mathematician and an energetic teacher of nineteen years' standing at the school, the head of department leads this stable team thoughtfully and with a cheerful, but effective, competence. There is good informal contact among staff, which might profitably be complemented by periodic departmental meetings, when topics could be discussed in greater depth.

The syllabus provides a sound, traditional course to Ordinary level, which all boys follow within an allowance of the timetable which is generally adequate, but in the U stream, the minimal allowance appears to militate against a liberal development of the subject, though in relatively few cases against examination success. The unified Jeffery syllabus is wisely taken at Ordinary level, but mathematics is nevertheless essentially taught as separate subjects. A rewritten syllabus, incorporating the school's aims might give valuable guidance on the progressive

teaching of mathematics as a unified subject. Some elementary navigation is included in the later trigonometry and topics such as simple linear programming and easy groups have recently been attempted in algebra with a few younger forms. Thought might well be given, however, to strengthening the boys' geometrical experience, in practice not a strong feature, and to making fuller use of graphical methods. In addition, a greater use of elementary surveying might contribute valuably to the work in trigonometry and provide a fruitful link with the geography department. There is a fair range of mathematical ability in the school, but, although some pupils in the Technical stream show limited understanding and appear to find progress difficult, with few exceptions boys at all levels work well and achieve very satisfactory standards. The organisation of setting, at a minimum in Middle and Technical forms from the third year onwards, appears a development warranting priority.

In the growing sixth form 76 boys study Advanced mathematics. They include a biologist and six members of the Arts Sixth, a commendable feature of the sixth form organisation. Organised in two streams to Advanced level, all but 14 of them, who study pure mathematics only, follow advanced courses in both Pure and Applied Mathematics. Although their ability is varied all appear justified in following advanced courses. The introduction of a course in single-subject Pure-and-Applied Mathematics for the less able in the lower stream might, however, prove advantageous. The Upper Sixth includes eight third year boys working for university entrance; a small but useful allowance of the timetable is available for them for scholarship level work both in Pure and Applied Mathematics.

In all sixth forms good, industrious attitudes are evoked and, guided by capable teaching, boys achieve through mature and often remarkably hard application very creditable standards, especially in the A forms. The work is generally well presented, but greater selectivity in the choice of examples might encourage the development of increased mathematical finesse and allow more time for general mathematical (and non-mathematical) reading. A greater demand on pupils might often be made in class discussion and, together with a more critical use of text books, a greater use of the school and sixth form mathematical libraries fostered. These sections, together comprising some 200 books, contain many good choices, including recent publications, but several books are too advanced and appear to discourage boys from using the library.

On the creation this year of Lower Sixth Biology a useful, and generously timetabled, supplementary course in mathematics has been provided leading to the possibility of the Additional mathematics examination at the end of one year. The ten biologists at present involved are of varied, but generally only moderate mathematical ability; some work well and make reasonable progress, but there are a number whose effort and grasp of the subject appear limited. Mathematics in general, however, is a subject of proven strength in the school. With a tradition of sound work and creditable academic success well established, the time appears ripe for further achievement through a broadening of aims and an enriching of the approach to the subject. Such developments could be valuably stimulated by the provision of a suitably furnished mathematics room.

SCIENCE

The organisation of science teaching below the sixth form is somewhat complex. Almost half the boys in Form VU are preparing for the examination at Ordinary level for the General Certificate of Education in physics, chemistry and biology; all the remainder of this form are studying physics, generally together with either chemistry or biology. Form VT is studying for the papers in general science, on a time allocation which has amounted to three, four, five, six and six periods a week in successive years. In Form VR four periods a week are assigned to physics, chemistry and biology, but in each case there is an alternative which may be chosen, and this has resulted in a minority of boys discontinuing the study of any science after three years in the school.

The objective of general science for the form which studies a craft, art and, in most cases, technical drawing, is open to question. It is reasonable to suppose that these are the boys most likely to seek employment in industry, and particularly some form of engineering, at the age of sixteen, and for this the generally accepted scientific qualification is a knowledge of physics. It is suggested that they might well be prepared for the examination in this subject on their present time allocation, using the relatively generous provision to enable them to broaden the objective beyond the examination requirement.

As a general rule the study of three science subjects in addition to mathematics below the sixth form is regarded as a departure from a balanced curriculum, but in this school the four subjects together never involve more than a total of 14 periods a week for any boy in Form 4U or 5U so this objection is not applicable. On the other hand the time available for each individual subject is unusually small, and it is natural to look carefully for evidence of over-pressure and of unsound foundations, associated with methods of teaching which involve excessive emphasis on examination requirements. There was, in fact, no evidence at all of these features, neither with the U stream nor with any other forms. Instead there was everywhere evident a very satisfactory standard of knowledge and a very active participation by the pupils in the lessons visited.

There are 42 boys in the Lower Science Sixth, divided for most purposes into three groups according to their objectives and their background. All, or practically all, are studying physics, but only a minority take chemistry or zoology. Biology or botany are not at present offered to them at this stage, although it seems likely that those who require a broader knowledge of biology will be given further opportunities at the second-year stage. Those boys who have been transferred into the school at sixth form level are wisely associated in one group, but more skill could be shown in the content of the syllabus in these early weeks of the school year, and in the vocabulary employed, in order to make the transition rather easier for them. In the Upper Science Sixth there are 49 boys, including 11 at the third-year stage. Eight of the second-year boys and five of the third-year are working for scholarship papers in physics and chemistry respectively. Second and third-year pupils form two teaching groups for most of their periods. Such assessment as is possible at such an early stage of the year suggests that standards and attitude to work are as satisfactory in the sixth form as at lower stages of the school.

The work of the department has already outgrown the accommodation originally provided for it, and an additional laboratory is now in use. The full-size laboratories are well furnished and reasonably well equipped, and there are such useful ancillaries as a dark room, a heated greenhouse, a balance room, and a lecture room, although the latter is not very well furnished. In addition there is a small awkwardly-shaped laboratory originally intended for advanced work but never used for it which fails at present to meet any useful teaching purpose. There is one very obvious and serious weakness in equipment - library books, both in number and quality, centrally housed or in the laboratories, are totally inadequate for reference or general reading requirements.

The senior science master is responsible for the organisation of the department as a whole, and a period is set aside each week for meetings of the staff concerned, who number nine in all, six fully employed within the department. The head of department and the senior chemistry master are both very experienced and efficient teachers who have spent many years at this school; all others are much younger, having held their present posts from one to six years, and the standards of work already mentioned reflect the way in which they have established themselves as efficient members of the team.

ART

The art master, who is an Associate of the Royal College of Art and was appointed in 1945, is responsible for teaching the subject throughout the school. In the first three years the boys take wood and metalwork for half the year and art for the other half year. It is disappointing to find that it is not possible for the younger boys to study the subject throughout the whole year. In the fourth forms the boys choose whether they will offer art at Ordinary level and approximately 35 hope to do so. It is gratifying to notice that art has a place in the sixth form cultural course.

Unfortunately the art room is not large, the lighting is poor, storage space is quite inadequate and developments in the course cannot be anticipated fully in such limited accommodation.

The inspection took place at the beginning of the school year when there had been little time to complete current work, but the selection for the previous year showed that much sincere teaching had resulted in good drawing. Painting from still life was vigorous and bold studies from life and natural forms was seen. The training has consisted mainly of two dimensional work and it would seem that this is the time to reconsider the course and offer more opportunity for three dimensional experimental work and for craft work. Although lino block printing and typography have been introduced, they might well be studied in greater depth and in relation to bookcraft.

More attention might be paid to ways of developing visual awareness and of displaying work in the art room. Design related to the home and everyday things could well be considered as an important part of the training.

Much interest is given to creating sets for the school's dramatic performances and to various social activities. Records show that the contribution made by the art master and interested pupils has been very considerable over the years.

The art library includes some good and useful volumes but this might well be extended to include more transparencies and also objects and materials which are so necessary if the training is to be enriched.

HANDICRAFT

The department is housed in an attractive, well appointed practical block which is segregated from the main school building. Woodwork and metalwork are taught in separate workshops in which the natural lighting is disappointingly poor. The provision of fluorescent tube lighting in both rooms is recommended. There is ample storage for tools and materials but space for large pieces of woodwork is limited. Some additional items of equipment are required and these were discussed at the time of the inspection as were the complexities of the allocation of time for handicraft. It was suggested that first year pupils might be given a double weekly period throughout the year which would enable them to gain limited experience of both crafts. In the second year, and some or all subsequent years, the ablest pupils might be allotted some time in which to enjoy such creative activities as art and its associated crafts, woodwork and metalwork with freedom to change from one to another at appropriate times. The second year Middle and Technical streams should briefly consolidate the basic techniques of both crafts before making a responsible choice of a single craft to pursue for the remainder of the course.

The subjects are taught by two capable masters, one of whom is responsible for careers which required as qualifications Ordinary level of the General Certificate of Education. Although they work in their own rather isolated spheres, the success of the Technical stream which was initiated five years ago is due in no small measure to their efforts in providing interest, incentive and a sense of achievement for these pupils. They give generously of their time to handicraft activities outside school hours.

The woodwork scheme consists of a commendably short basic course which leads quickly to individual work. That for metalwork is rather orthodox in content and insufficiently permissive at the intermediate stage. The range of work in both crafts could venture beyond present limits through the individual interests of the pupils.

Sizeable, soundly constructed and well made pieces of woodwork are made in the fourth year but the work in the fifth year is somewhat undermined by the rather illusory pressures of the external examination. The metalwork reaches a good standard of craftsmanship while being limited in ambition. The value of the teaching would be much enriched if the techniques and planning involved in the work were presented to the boys as problems for discussion. It is recommended that the teaching of technology should begin sooner and through the media of the practical work, reading and written expression. This would only be possible if additional reference books and magazines were provided. Pupils should be encouraged to wear some kind of protective clothing. Consideration might be given to the introduction of a short course in techniques and processes for pupils in the science sixth.

TECHNICAL DRAWING

The handicraft masters share the teaching of technical drawing which is taken to the Ordinary and Advanced levels of the General Certificate of Education.

There is a light, spacious drawing office which is appropriately furnished. Very suitable equipment is provided.

The subject is taught from the third year onwards and adequate time is allocated throughout.

The areas of study are stated in some detail in the syllabus but some exposition of the approach to the subject would be beneficial in co-ordinating the ideas and efforts of the teachers.

The language of drawing would be made more meaningful and purposeful by the provision of a number of small machine parts, castings and other solids for the pupils to sketch prior to drawing in projection. Such work would replace some of the exercises derived from the textbooks and enable the relationships between plane and solid geometry and machine drawing to be better understood.

The work in the sixth form is of praiseworthy excellence. In the lower forms it is less accurate and lacks neatness and clarity of line. The assessment of the drawings is done through discussion with each pupil and it is suggested that this method might be supplemented by qualitative marking which might determine good standards from the outset.

MUSIC

There is considerable vitality and enterprise in the musical life of the school. These derive mostly from the many years of unselfish and enthusiastic service provided by the music master. As a result of his stimulating class-work the boys respect music as a subject and develop a good deal of interest and knowledge.

The school has done well with its string training, most of the tuition being given by the music master and his part-time assistant, but with a visiting teacher also helping. Good results are obtained in the Royal Schools examinations both for violin and for piano, including the more advanced grades. Several boys perform in adult orchestras outside school and a few have gone on to study at one of the London music colleges. There are several choral groups including a madrigal choir. Opportunities are provided at school concerts for soloists and chamber groups to gain experience, and it is particularly pleasing to find items seemingly of a mature nature composed by some of the boys. A few boys take Ordinary or Advanced level music annually and results in the last few years have been promising.

The practical support which the music master receives from a number of colleagues and from the Headmaster doubtless encourages him to give so freely of his time and effort for the sake of the school. This contributes too, to the very good spirit which is apparent in all the school's musical activities. A project for the future which would flourish in this school would be the

production of woodwind and bass players in similar proportions to its strings. For this, however, the school would need additional help from visiting tutors. The possession of a very pleasing pipe organ in the hall encourages a number of boys to learn this instrument, and provides a suitable accompaniment to the singing at morning assembly.

PHYSICAL EDUCATION

A good variety of physical activity is available to the boys. Association football, lacrosse, cricket, athletics, cross country running and swimming are carefully coached and organised in a series of inter-school and inter-house events while the older boys have additional opportunities to take part in tennis, badminton, basket ball, golf and archery.

The facilities for these activities and for the physical training lessons are good although there is some shortage of storage space for games equipment. The playing fields are well maintained and well used, the gymnasium is large and well equipped, and the outdoor training area at the school is invaluable.

Two specialist teachers share the responsibility for the physical training lessons. The boys respond well to stimulating teaching and work with a will.

Credit is due to all those members of staff who work so well to further the physical well being of the boys.

Appendix I

NUMBERS AND AGES OF BOYS IN FORMS

Numbers of Boys in the School whose ages on 1st October, 1963, were:-											
Form	Total No. of Boys	Average Age Y. M.		11 and under 12	12 and under 13	13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and under 18	18 and over
IG	32	11	7	29	3	-	-	-	-	-	-
IH	32	11	6	29	3	-	-	-	-	-	-
IN	32	11	8	28	4	-	-	-	-	-	-
IIK	24	12	6	-	21	3	-	-	-	-	-
IIM	33	12	7	-	27	6	-	-	-	-	-
IIIU	30	12	8	-	24	6	-	-	-	-	-
IIIG	27	13	9	-	-	20	7	-	-	-	-
IIIM	32	13	6	-	-	30	2	-	-	-	-
IVU	32	13	8	-	-	25	7	-	-	-	-
IVA	34	14	10	-	-	-	23	9	2	-	-
IVD	28	14	8	-	-	-	22	6	-	-	-
VU	31	14	7	-	-	-	28	3	-	-	-
VB	23	15	11	-	-	-	-	11	11	1	-
VR	29	15	6	-	-	-	-	27	2	-	-
VT	30	15	9	-	-	-	-	18	12	-	-
L.VI Sc.B.	11	16	3	-	-	-	-	4	6	1	-
L.VI Sc.α	14	16	5	-	-	-	-	2	10	2	-
L.VI Sc.A.	17	16	4	-	-	-	-	5	12	-	-
L.VI Arts.	26	16	2	-	-	-	-	5	19	2	-
U.VI Sc.α	21	17	6	-	-	-	-	-	3	18	-
U.VI Sc.A.	26	16	9	-	-	-	-	-	8	16	4
U.VI Arts.	32	17	2	-	-	-	-	-	10	20	2
Totals	598			86	82	90	89	90	95	60	6

Appendix II

CAREERS OF SCHOOL LEAVERS

	<u>1961</u>	<u>1962</u>	<u>1963</u>
UNIVERSITY and OTHER FULL-TIME DEGREE COURSES.	16	34	28
TRAINING COLLEGES, Art Schools, Schools of Music, etc.	4	6	4
FURTHER EDUCATION COURSES, Building, Catering, etc.	-	-	5
BANKS, INSURANCE, ACCOUNTANCY, CIVIL SERVICE, LOCAL GOVERNMENT.	13	20	27
FORCES and POLICE.	3	2	2
BUSINESS FIRMS, Administration, Clerical, Advertising, and miscellaneous posts.	26	21	36