

# HM Inspectors Report - 1955

Introduction by Colin Marr

The Ministry of Education authorised an inspection and report by H M Inspectors on Trinity Grammar School, which was carried out in March 1955. A copy of the report was amongst the documents collected by the late Peter Turner. Peter obtained this report from the National Archives, probably with the intention of making it available on the Trinity website. It is unlikely the report would have been reproduced and seen more widely until it ceased to be restricted by embargo.

At the time of this inspection, Trinity was administered by Middlesex County Council's Divisional Education Office. The headmaster at the time was Mr L A Swinden, who had been in post since 1949. Mr Swinden retired at the end of 1955. All members of staff and their subject areas are given on the final page of the report.

We are indebted to Peter Turner for making this document available.

The full report follows...

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MINISTRY OF EDUCATION

REPORT BY H.M. INSPECTORS

on

MIDDLESEX,

*Wood Green*

*Trinity County School,*

*3<sup>rd</sup>*

INSPECTION

*1<sup>st</sup> — 4<sup>th</sup> March, 1955.*

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MINISTRY OF EDUCATION

REPORT BY H.M. INSPECTORS ON

*Trinity County School,  
Wood Green, Middlesex*

INSPECTED ON 1st, 2nd, 3rd and 4th MARCH, 1955

NOTES

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MINISTRY OF EDUCATION, CURZON ST., W.1



## *Nature and Scope*

The last Report was made upon this School in January, 1936 when there were 639 pupils in attendance of whom only twelve were in the sixth form. The corresponding figure for the similar term this year shows a larger proportion remaining for sixth-form studies, 53 out of a total roll of 615. The present sixth form, however, is not large for a four-form entry school today and some considerations about the recruitment of this School will provide a relevant background to the situation.

For the first time for many years the number of pupils entering the School from Wood Green itself was larger at the beginning of this school year than the total from the surrounding Boroughs. Even so, the boys and girls then admitted came from no less than forty primary schools. The admission lists in post-war years record a preponderance of girls, who outnumber the boys in the early years of the course though at sixth-form level the sexes are evenly balanced. There has been no change, however, in the important recruitment factor recorded nineteen years ago when the School was described as being in an area well provided with grammar school facilities. At that time a large proportion of the pupils were said to be unable or unwilling to profit by the opportunity of a full course of secondary education leading to the former School Certificate examination. Statistics of the last six years reveal that some two-thirds of the pupils admitted would not be likely to have secured admission to a grammar school in an area of the county less generously provided in this respect. About half those entering recently have made this School their first choice, and with very few exceptions all those admitted above the zone pass mark have had their preference for this School satisfied. The School makes early appeals for their loyalty and enthusiasm to its newly admitted pupils and their parents.

The School is much afflicted with the problem of early leaving. The figures do not compare favourably with the national average and, despite the School's appeal to parents, many boys and more girls are removed before the completion of their five-year course and, not infrequently, on reaching the minimum school leaving age. Six fourth-year pupils left at Christmas last as soon as they were fifteen years of age.

The great majority of the girls and at least half of the boys enter clerical and commercial occupations. The commercial sixth form, though this year smaller than usual, continues to be justified and serves a useful purpose. There is encouraging evidence of able pupils passing on to colleges and universities. Although only a few awards have been won in recent years, these included in 1951 and 1952 two State scholarships, and there are now over forty former pupils following courses of further education, half of them at universities.

## *Governing Body*

There is no Governing Body such as existed before the war. The Headmaster needs more regular opportunities of conferring with a Body of Governors who would be appointed especially to consider the interests of the School.

## *Premises and Equipment*

A gymnasium which had been for a long time an urgent need was provided about eighteen months ago. Space was freed for this by the erection of a kitchen-dining-room. Together these rooms have very considerably relieved the pressure upon accommodation. In recent years too it has proved possible to satisfy many urgent needs in equipment and by small works to ameliorate somewhat the difficult conditions at this School. There remain many other desirable improvements and additions to make educational facilities here more satisfactory.

One requirement, the need for which was clearly stated in the last Report, needs reiteration - a demonstration bench in one classroom adjacent to the laboratories. With the development of sixth-form work, and in view of the greater needs today for educational equipment, the School finds itself at a handicap in these premises. The accommodation no longer suits the requirements of a large secondary school. In particular the provision for the teaching of science, art and crafts is inadequate. Moreover, although there is just enough classroom space, there is no satisfactory place for sixth-form reading or advanced laboratory work. It is difficult therefore to know what can be done in a building which is outmoded and yet must be used fully for several years owing to the increasing demand for secondary school places. It appears that the most pressing needs of the School at its present stage of development are for a library in a more accessible place to stimulate the reading of all pupils, for another studio as there are two full time teachers of art and for as much more practical teaching accommodation as can be contrived. If it were possible, a reduction in the size of the School by one quarter would very greatly assist in the solution of its physical problems.

In one other respect the conditions of education are here unfavourably affected: internal and external redecoration will no doubt make a great deal of difference, but the standards of cleanliness in the building are regrettably poor. A collection of dustbins at the foot of a staircase used as the main entrance to the building is unsightly and unhygienic. Within there are some dark corners where dust is allowed to accumulate. The inadequate storage space is an obvious disadvantage, but it points the need to a more ruthless policy of disposing of unused books and equipment. The lowest standards are perhaps to be found in the handicraft room and the girls' rest room. Exceptions to this criticism are found in the cleanliness of the School's kitchen, despite its inadequate washing-up facilities, and in the newly decorated housecraft room. Much furniture remains to be replaced and the improvement of artificial lighting and heating awaits completion. The masters' common room is overcrowded and does not offer adequate facilities for working. Some further needs will be evident later in this Report.

## *Library*

The sixth-form room houses a collection of books which pupils of fifth and sixth forms may, and do, borrow. The collection is small and varies in usefulness; there is some shortage of modern publications, with a virtual absence of fiction, and meanwhile many books rest unmoved on the shelves. In addition, the use of this room for two purposes, its lack of suitable appointments and its isolated



position in the building further preclude from the large majority of pupils any enjoyment of borrowing, consulting or even browsing; and this situation must represent for the School a serious obstacle in the way of establishing reading habits. Elsewhere in the building, a small amount of fiction can be borrowed by younger forms, and several members of staff maintain a small collection of books relevant to a specialist subject. A very few magazines are taken.

While the capitation grant for library purposes has recently and usefully been increased, the gaps are still so many as to merit the consideration of an immediate block grant in addition. Arrangement of the books themselves and the borrowing and lending systems appear to work smoothly in the present restricted field; when, however, the library becomes the centre of the intellectual life of the School, more detailed organisation will become necessary. Choosing books to stimulate and satisfy pupils of many different ages and tastes is a task in which all members of staff, with representatives of pupils also, will no doubt be glad to co-operate with the librarian.

### *Staff*

The Headmaster returned to this school in 1949 after a period of three years spent in charge of a neighbouring secondary modern school. He has since shown his great desire to serve wholeheartedly this School which he knows so intimately through his seventeen years spent here previously as an assistant mathematics master. As Headmaster he shows great devotion to the details of organisation and in addition carries out a regular teaching programme.

Of the thirty-three members of the assistant staff two have had longer contact with the School than the Headmaster; nine others are his former colleagues on the staff. The remaining majority of the teachers have joined the staff at regular intervals in the last eight years, a period during which there have been many changes. Rather a larger number of teachers than is usual in a grammar school do not possess graduate status. The proportion of women teachers is lower than is desirable in a mixed School.

There are some teachers of distinction on the staff, who lend considerable strength to the history and modern languages departments in particular. There are also a number of teachers who need considerable assistance either because they are young in the profession or because they are faced with particular difficulties in the teaching of some subjects in which they are not especially qualified. It is unfortunate therefore that in the largest departments of the School there does not seem to be enough recognition of the importance of team work or appreciation of the principle of leadership of the team. The development of this principle would be of great assistance in face of the difficult problem of teaching pupils of a wide range of ability and the planning of consecutive courses. For other reasons, too, teaching in this School is a difficult task requiring the encouragement of leadership. Despite conscientious work on the part of the staff in some out-of-school activities the problem of stimulating and developing wide intellectual interests remains for them a challenge among pupils for whom part-time employment and outside attractions constitute an obstacle to their education. Clearly, however, a creditable spirit of enthusiasm has been evoked by some teachers for recreational and physical activities.

## *Organisation, Curriculum and Standard of Work*

The numbers admitted each year to the School do not now normally result in forms with more than thirty pupils. There is no grading until the end of the first year, when pupils are organised into four forms with the two lowest comprising as far as possible a parallel range of ability. For some time three subjects have been optional from the third year of the course - Latin, Spanish and chemistry, but Latin is now begun by the A stream in the second year. A further choice can now be made in the third year between art and music. Pupils otherwise follow a common curriculum, though an alternative is provided between history and French to reduce the load of examination subjects for candidates in the two lower fifth-year forms.

In view of the wide variation in ability of the pupils in the School it is surprising that a greater variety of courses is not offered. Although art is established, neither handicraft nor house-craft has so far been included among the subjects offered for external examination and at no stage are more than two periods allowed for them. There could be much more difference between the courses provided for the two higher streams and those for pupils who from the results of the eleven-year old classification examinations appear less likely to profit from the traditional grammar school curriculum. A system of setting in the major subjects would reduce the spread of ability to be catered for in classes and allow the necessary variation between the teaching of those who could profit by a course leading to the General Certificate of Education in a wide range of subjects and the remainder in a restricted range.

The results of the examination at Ordinary level last year illustrate the problem. The average number of subjects presented was 6.1 and the average number of passes for each candidate was 3.6. This average for the School was reduced by the performance of candidates from the two lower streams who themselves gained an average of less than two passes. It must be remembered that it is not intended that pupils should be entered in this examination for any subject in which they have little chance of success, and with this in mind the study of some subjects is discontinued six months before the examination. At the time of the inspection the choice for this year's candidates had just been made and a considerable number of fifth-form pupils whose load of subjects had been reduced were attempting to study privately in lessons from which their attention was nominally withdrawn. These difficult circumstances could be avoided by an earlier decision as to which subjects should be studied for examination purposes and which should be continued without such a particular end in view. Perhaps this decision might help to combat the tendency to quit the School's course, if it were clear to pupils at the beginning of their fourth year that they stood a good chance of passing in those subjects in which they would be entered.

No pupil is debarred under present organisation from progress to the sixth form and it would be unfortunate if this should happen. Nevertheless a clearly defined proportion of the pupils are of better academic ability than the rest and constitute a potential stream which would proceed to sixth-form studies. There appears in the present first-year forms to be an insufficiently strong attack



upon work of an academic kind for these more intellectual pupils, and their separate classification could with advantage be considered.

The time-table of the School indicates the difficulty of attempting to satisfy the claims advanced for all subjects when the maximum amount of time is demanded for the examination course. At present serious criticism can be made of the poor time allowance for religious instruction and its absence from the sixth-form curriculum. Of the other subjects mathematics is generously treated whereas Latin is deprived of an adequate measure of time. The position of handicraft and housecraft derives to a great extent from the available accommodation. It would seem possible to adapt the time-table further only after a reconsideration of the courses in the School and the time warranted by them.

The value of sixth-form work is increasing. Its strength is being established by work of Scholarship standard in some subjects. Unfortunately the curriculum is limited both in the arts and science sections to the special study of examination courses with the exception of physical education and the opportunity which a few girls have of spending two periods in the housecraft room. A course which provides an opportunity for some non-specialist study is, however, found in the commercial sixth form.

H.M. Inspectors obtained clear impressions of the standard of work in subjects of teaching in the various streams of the School. In three subjects representative of different sides of the curriculum a good standard is obtained in all years and forms, in history, in art and in the physical education of the boys. In the work of the larger departments the levels of attainment are variable, not always consistently with the ability of the pupils. For different reasons the teaching of Latin, music and handicraft is below average.

A sound standard of neatness in written work has been achieved throughout the School. What is now clearly needed is an improvement in other basic standards - of clarity in speech, of accurate statement and of the simple note-making which habits of learning require.

## *Subjects of Teaching*

### RELIGIOUS INSTRUCTION

There is no one with specialist qualifications in this subject on the staff. A praiseworthy attempt has been made to arrange that form masters or mistresses give religious instruction to their own forms. The competing claims of other subjects, the exigencies of the time-table, and the conscientious scruples of certain members of staff have caused this ideal to break down. At present eleven members of the staff are teaching the subject. Six of them take only one period a week and three take two periods. One master has been asked to exercise some oversight of the teaching arrangements in the subject, but he is not regarded as a head of a department or responsible for the subject in the School, and thus such efforts as he makes from time to time to co-ordinate the work do not achieve very much.

No form has more than one period per week of religious instruction. At sixth-form level there is none. Of the forms which receive religious instruction eight have it during the last period in the



afternoon session. Only two pupils propose to offer religious instruction at Ordinary level in the examination for the General Certificate of Education this summer. Both these are pupils who have a keen interest in the subject and will doubtless receive help in preparing for the examination from some source.

The Middlesex Agreed Syllabus is said to be in use but no scheme of work based on it has been drawn up. The section of the library devoted to scripture is meagre in quantity and much of what is there is out of date. It is gratifying to notice that, especially in the lower forms, the children bring their own Bibles. In the upper forms this practice becomes rare. The School has a good supply of Bibles in a pleasing edition.

The picture of religious instruction in this school thus reveals a state of neglect and lack of direction which would hardly have been permitted to occur in any other subject of the curriculum and should not be tolerated in this. It would undoubtedly benefit greatly from the services of a member of the staff with special qualifications in the subject, if it were possible to appoint one. Even if the services of a qualified master or mistress are not likely to be available immediately, the appointment of some member of staff to be effectively in charge of the subject is an urgent necessity. The first duty of such a person should be to draw up a scheme of work for the school based on the Middlesex Agreed Syllabus. The second necessity is for an increase in the time allotted to the subject. If the subject is to be taken at Ordinary or Advanced level in the examination for the General Certificate of Education - and on general educational grounds it is suggested that this should be the rule rather than the exception - some increase in time allowance both in class and for homework is essential at certain stages. The third need is for books. Paradoxically, some of the strength of what is at present being done is due to the fact that there are so few text books available in the School that instruction tends perforce to be concentrated on the Bible text itself. But this situation has its limitations, and the great need is for commentaries and books planned to assist the study of the Bible. The same suggestion might with advantage be considered when the overhaul of the scripture section of the library is undertaken.

#### ENGLISH

English is taught by eight masters and mistresses, one of whom is responsible for the work in one form only, while another takes speech-training only in the first-year forms; one master and two mistresses undertake sixth-form work. Teaching ability and enthusiasm vary considerably. Some lessons were admirably planned and persuasively delivered; others offered little grist to thinking. With certain exceptions, the level of achievement is fair only. Pupils need more practice in lively discussion with their teacher, in order to establish swift identification of their interest with the work in hand and to facilitate self-expression. Literature texts need additions; interesting books are in use, but the staff has at present insufficient choice. Teaching based on language text-books could usefully yield place, especially with the less able forms, to more constructive ways of establishing the interest and power of words. Written work is still very largely a struggle to express accurately; however, steady if slow progress is in many forms attending the hard work of staff and pupils. Hampered by the lack of a good library, some of the staff nevertheless succeed in



stimulating a desire for reading. Sixth-form pupils are interested in their literature texts and are beginning to exercise skill in writing.

Neither as a source of culture, nor as a quickening to power, has English so far fulfilled itself in this School, though some of the staff are working hard in pursuit of both aims. Some of the difficulties may lie in the level of intelligence and interest on the part of the more backward pupils and in a shortage of facilities; but others might be minimised could members of staff consult easily with each other. An appreciative understanding of the aims for which they all work and the dissemination of ideas through friendly discussion might do much to reduce the sensation of struggle and help to formulate the kind of policy that would operate as a support and inspiration to all.

## HISTORY

The bulk of the history teaching is in the hands of two specialists. The senior history master brings many qualities to his work. He is scholarly, sensitive, discriminating and practical. Not only has he a facility for arousing the interest of those whom he teaches but, what is perhaps not unimportant in the circumstances of this School, he invests his subject with a certain dignity. He is to be seen at his best with an upper sixth-form group, where his tutorial methods are very effective, but he is also a good schoolmaster and a stimulating teacher lower down the School. In particular his success in evoking a responsible discussion from a bright, albeit immature, second-year class was extremely impressive.

The other history specialist is a young master who is a good historian and sets about his work with an engaging zest which evokes a good response from his pupils. He, too, is to be seen to advantage with the sixth form, where his freshness of view - he is a New Zealander - can be a great stimulus. With two such masters in the School and with some capable boys and girls studying history in the sixth form it is a pity that more pupils cannot be persuaded to aim at work of Scholarship standard.

Two other members of staff assist with the history teaching lower down the school. To some extent the work suffers because it is not possible to have a proper history room - the room known as such is used for other subjects - where illustrations, maps and visual material could be displayed without difficulty and where, perhaps, a small collection of elementary reference books could be kept available for quick or incidental reference by the pupils. So far as the library proper is concerned, the history section is not unsatisfactory and gives evidence that care has been taken to ensure that the needs of this subject have not been overlooked. The main weakness of the section is a lack of books, especially illustrated books, suitable for children in the middle of the School.

If this section of the Report makes more mention of the merits of individuals rather than of the organisation of the work, it is because the history syllabus follows much the same pattern as in similar schools elsewhere. It is the attractiveness of the teaching which gives the work here its particular quality. That this attractiveness is not simply concerned with superficialities is shown by the neat handwriting in the notebooks of all forms. Enthusiasm is achieved without the sacrifice of good order.



## GEOGRAPHY

The master in charge of this subject, who was appointed after the war, holds appropriate specialist qualifications and has had considerable teaching experience. He is a patient teacher who encourages sound learning of a conventional pattern. He shares the main burden of geography teaching with another master, who is responsible also for some teaching of economics in the sixth form, but whose work owing to his indisposition was not inspected. Six forms in the first three years are taught by two mistresses whose main interests are in other subjects. The younger in her first year of teaching conducts the work on steady lines making good use of sketch maps; she might receive more positive help with wall maps and other illustrations. The more experienced mistress is a lively teacher, encouraging discussion and trying successfully to make pupils think for themselves. A film strip has recently been used to good effect in training the pupils' powers of observation and in providing a welcome departure from the text book.

More opportunities for practical work could be provided with advantage and would be helpful in the syllabus to broaden the scope of the work on local geography, so as to give the younger and less able pupils a better knowledge of their environment and an insight into the geographical factors and human relationships involved in their daily lives. More illustrative material is needed; at present the only example on view in the geography room is of London's water supply. Some text books are in poor condition and the small junior atlases contain insufficient information.

In most forms there are three periods each week for geography; for the weaker pupils five periods are allowed in the fifth year. There are generally some pupils in the sixth form offering the subject at Advanced level in the examination for the General Certificate of Education.

## MODERN LANGUAGES

*French* is taken by all pupils in the first four years except in Form 3a. In the fifth year certain pupils in 5 Alpha and 5 Beta drop the subject and in 5a and 5b French and history are alternatives. In most forms five periods a week are allocated, in a few cases six.

The senior modern languages master was unfortunately absent at the time of the inspection, his place being taken by a temporary mistress. Four graduate teachers are engaged almost exclusively in modern language teaching and one other is responsible for two forms. All have a good, in some cases excellent, command of French and the pupils' pronunciation is good. Oral work is good, particularly in the abler forms, and some vigorous and skilled conversational teaching was heard. Written work could be strengthened if based more directly on the oral. More prominence could be given at all stages to learning by heart and to guided or free composition. Only a few forms do well in external examinations; teaching is made difficult by the poor calibre of many entrants, by the defective grading of classes or, alternatively, the lack of setting; in otherwise good forms a few linguistically weak pupils bring down the standard and there is a natural tendency to concentrate on the weakest at the expense of the ablest.



In the C and D streams there has developed a tradition of looking upon weak pupils as potential examination candidates; hence arises some confusion in language teaching problems which the organisation must face to avoid discouragement in its teachers who are an able team, anxious to raise standards. It is therefore urged that, after early regrading or setting, the less able pupils be started on a separate syllabus with different methods and approach, suitable pace and assignments and not necessarily aimed at an external examination. A new orientation would give the less able pupils much-needed confidence.

In the sixth form oral work is kept very much alive and those pupils who have profited from the organised exchange visits with French families are conspicuous. Four teachers share the sixth-form work and there are very good relationships between staff and pupils. Much more introductory reading material is needed in the library to help pupils to broaden their reading. There is a commercial sixth-form set of only two pupils, who might well be merged with a fifth-year group.

The narrow limits imposed render progress in *Spanish* difficult. Form 3d, having abandoned French after two years, are now attempting Spanish in five periods a week; their prospects are far from good. A group of pupils from Forms 4a and 4b has three weekly periods of Spanish, as an alternative to Latin and chemistry, and is making appreciable progress under a master whose accent is very good indeed and who conducts his lessons largely in Spanish. Some of the 5 Beta pupils attempting both Spanish and French are very poor linguists who confuse the two languages. Spanish is worthy of every encouragement and it is hoped that a settled arrangement can be found to ensure that some pupils of quality start and continue the subject.

#### CLASSICS

The time allocation for the teaching of Latin has for some time been so inadequate as to prejudice the general success of the course. At the beginning of the last school year the language was introduced in the second form. Form 2a have only two periods a week. In each of the following three years there are about twelve pupils now studying Latin, and until an additional two periods were recently added in the fifth form, the time allowance in these years of the course has been no more than three periods each week, two of them being consecutive. There are five sixth-form pupils continuing the subject under the further difficulty that their eight available periods have to be shared among three distinct groups. One boy is being entered at Advanced level for the General Certificate of Education this year; three girls are making a second attempt at Ordinary level, and one boy began Latin only last September.

It would be surprising under these conditions if much success was obtained in this subject. The most serious aspect of the situation is the effect upon the attitude of the pupils who would be capable of profiting from a more satisfactory course. Form 2a are beginning well, but in the present third-year group the situation gives cause for anxiety as the attempt to make the usual and desirable progress in the short time available is resulting in a challenge which unsettles the pupils; they have, however, covered considerable ground. The fourth-year group, which only began Latin eighteen months ago, provides evidence of the advantages of steady work under the same mistress for a second year, and here the standard of



work is at its best. In the fifth-form group the written errors indicate that the majority are now suffering from excessive pressure in the endeavour to prepare for external examination this summer.

This is a matter for serious concern, as there are two hard working teachers in the School who are adequately qualified by knowledge and enthusiasm to conduct a four-year course provided at least four periods a week were allocated and spaced at regular intervals in the weekly timetable. The syllabus which has been prepared would be satisfactory if it could be put into effect. Sixth-form work would be profitable if it were based on a previously successful course.

The master who has taught Latin in this School for over twenty years is now conducting a course with the commercial group in the sixth form in Greek Literature in translation; This is going well and quite apart from the chance which it offers of serious study by some for external examination is of influence upon all.

#### MATHEMATICS

Mathematics is taken as a form subject throughout the five-year course. The normal allocation of time is six periods weekly. This is increased to seven periods for all the first-year forms and two of the fifth forms, and reduced to five periods for those forms which take a second language.

Eight members of the staff are concerned with the teaching. Five, including the Headmaster, are graduates in mathematics of London University. Three are at the beginning of their teaching careers; the others have together a considerable body of experience, none of which, however, has been in other grammar schools. As individuals they are conscientious in their work, but their ability as teachers of mathematics varies considerably and there is not sufficient co-ordination of their efforts to weld them into a team. The Senior Mistress is in charge of the subject. She and the Headmaster are both capable teachers, brisk and clear in exposition and demanding active participation from their classes. Two of the younger members show promise and are making useful contributions; others are on the whole less successful. In several of the lessons seen the implications of what was done had not been clearly thought out, the pace was often slow and the teaching lacked incisiveness and precision. In some classes time and effort are expended on writing detailed notes tending to stress memorisation of rules and to elaborate procedures unnecessarily.

A stronger lead is needed to establish uniform aims and continuity of method in the teaching and to provide necessary help and guidance for the inexperienced or less confident members of the team. The scheme of work, although it sets out in some detail the content of what is to be taught, gives little indication of how the subject matter should be dealt with. Nor, in spite of the very wide range of ability found in the School, does it suggest variation in the work for the different streams in each year. At present all forms follow the same course, designed to lead to the external examination at the Ordinary level in the fifth year.

The quality of the work done is very variable. The best work in the upper part of the School reaches a sound level of competence, but not all the abler forms are taught in a way which allows them



to show the best of which they are capable. In the less able forms throughout the School the low standard of much of the work suggests that what they attempt may be beyond their capacity. A number of pupils in the fifth forms drop the subject discouraged each year before the examination stage; others attempt the examination unsuccessfully. Consideration might be given to providing a course more suited to the needs of these boys and girls in which, without aiming at the examination, they could receive a useful mathematical training and could achieve some measure of success and satisfaction.

Seventeen boys and one girl in the sixth form are taking pure and applied mathematics to Advanced level, including three boys from the Arts form who are taking pure mathematics only. The teaching is shared between a young master and mistress and the Senior Mistress. Again the time allowance is generous, with eight periods each for pure and applied mathematics. Yet the teaching appears to be rather narrowly centred on the examination objective and hardly designed to foster the attitude of independence and critical inquiry needed to produce scholarly work at the sixth-form level. The work of the young mistress shows more serious weakness. Her own lack of confidence is inevitably transferred to her pupils whose work shows an uncertain grasp of fundamental principles and lack of training in rigorous thought and precision of statement.

Two unusual and enterprising features of mathematics teaching here are worthy of mention. The Headmaster has a large and interesting collection of working mathematical models. Unfortunately opportunities for the pupils to see and operate the models are rare, one difficulty being the lack of suitable display space. A Mathematical Society for the younger members of the School is well supported. Meetings have included debates, talks by members of the staff, the production of a puppet play and an outing to Greenwich. During the inspection a social was held at which mathematical terms and ideas were introduced into the games and entertainment.

## SCIENCE

Much thought and effort have been expended in recent years by the head of the department, who is the School's Senior Master, and the staff in order that the quality of the subject as taught in the School may be raised. Schemes of work and the organisation of the subject have, as a result, been much changed.

There are three laboratories which are well kept and adequately equipped but the work in biology would benefit if the present desks in the laboratory were replaced by benches, and by the provision of a microprojector. An analytical balance might also be provided for sixth-form use. Unfortunately thirty-five science lessons are taught in classrooms or preparation rooms. There are no advanced laboratories and although good work can be, and is being, done without them, work of high quality would be made more probable by their provision.

No science is taught in the first year and from then on the boys and girls are separated for science, the girls taking biology with the option of also taking chemistry from the beginning of the third year and the boys taking either physics and chemistry as separate subjects or physics with chemistry as one subject. On the old scheme, which is now being worked out, general science is taken instead of physics with chemistry so that girls taking two science



subjects take biology and chemistry while the boys take general science and chemistry. In the sixth form subjects are chosen from physics, chemistry, botany and zoology.

The time allowed for science is not generous and must limit the aims of the course. There are two periods in the second year; three in the third, with an extra three for those beginning a second science as an option; four in the fourth year, and an extra three for the second science subject; and four in the fifth year where there is option between general science and biology for the Alpha, no option for the Beta form and a choice between general science, art and music for the a and b forms.

It is evident that there is a real attempt to permit choice according to ability and inclination, but it does mean that pupils electing to take two science subjects have no Latin throughout the School, except for two periods weekly in the second year and that the girls do no physics whilst the boys, on the new scheme, do no biology. There is no very good reason for boys and girls being separated for science, and it might be more satisfactory if the work in the first three years were more widely based, and if those with the ability and the intention to go on into the sixth form began their formal training in science in the fourth year. The advantages to be gained from by-passing the Ordinary level of the examination in the science subjects by boys and girls who intend to stay on should also be considered. In the sixth form subjects are chosen from physics, chemistry, botany and zoology and six periods are allowed for each.

There are four teachers who teach only science, three of them being graduates. The work is being done thoroughly though the pace is rather slow and it should be possible to stimulate greater response and exchange of ideas. All might consider the place of note-making and note-taking in the science scheme and, partly due to lack of time, the rather crowded syllabus might in places be rearranged. Principles which might underlie choice and arrangement of material were discussed during the inspection. Whilst nowhere reaching the highest standard, much good work is being done and nowhere is it unsatisfactory.

The fifth science teacher takes ten periods of science in the lower school and, although he is painstaking and pleasant with the boys he is not yet making a full contribution to the lively approach required in the important early stages.

Two sixth-form boys are employed for an hour or so each day as laboratory assistants, an arrangement which is not very satisfactory. There is no doubt that much benefit would be obtained if a full-time, qualified laboratory assistant could be employed.

#### COMMERCIAL SUBJECTS

The optional commercial course, which has been provided here for more than thirty years, is now followed by sixth-form pupils only. Numbers vary from year to year, as does the range within the group of individual ability and achievement in the examination for the General Certificate of Education at Ordinary level. At the time of the inspection eleven girls and one boy were in this group: three of the twelve had passed in five subjects (one or two others adding further subjects at Christmas); five pupils had passed in two, or less.



Half the time-table of thirty-five periods is devoted to practising the office skills; standards, therefore, of eighty words a minute in shorthand and thirty words a minute in typewriting can usually be reached and often exceeded by summer. A further six periods are used to give the course some idea of local and national government and to introduce the study of economics. No book-keeping is taught, but lessons dealing with the elementary principles of accounts might be introduced with advantage into arithmetic before the end of the course. The School owns twenty-seven machines of various ages and makes and twenty-four are at present available. Their condition will be better maintained now that well-desks have been supplied in which they can permanently be kept. Ordinary chairs are used which are too low for some of the girls; one or two adjustable office-chairs would be useful. The classroom cannot be exclusively assigned to commercial subjects and extra boarding is needed, so that good work may be displayed as well as illustrations and other visual material. Various ways of broadening experience and increasing background knowledge were discussed during the inspection, including the provision of reference books. While the standard of work seen in both shorthand and typewriting can be commended, the pupils nevertheless need to adopt a more critical attitude to spelling and punctuation in their typescript and should also be provided with opportunities for checking obscure points and supplying missing data. The master who has had four years' teaching experience of this subject since coming to this School is well equipped by temperament and experience to experiment along these lines, so that habits of accuracy, as well as the interest and enthusiasm apparent amongst his pupils, may be further strengthened.

#### ART

The art master and art mistress, who both hold the Ministry's Art Teacher's Diploma, are themselves able practitioners who carry on with their own work to the advantage of their teaching. They are experienced teachers, both having been on the staff for a number of years. They understand how to provide for boys and girls of different ages and aptitudes work that will be within their capacity and give them at the same time a real incentive to acquire skill in order to carry out a creative task, whether co-operative or individual. The younger boys and girls are successfully encouraged to produce gay and spontaneous paintings. As they grow older, there is an increasing emphasis on technique, but this has by no means resulted in dullness. The drawing and painting of figures is a special feature of the course from early stages, and some admirable results have been achieved. Good drawings and paintings have been done out of doors in the summer and from the school windows. Plant drawing is successfully tackled mainly in the summer term. Lino-cutting has been sensibly taken. The fairly recent introduction of pottery has provided a valuable opportunity for three-dimensional work: a promising start has been made in this craft but there is great scope for future developments.

The art room is spacious and there is a convenient store. A more generous expanse of wall-boarding for pinning up displays and work in progress could with advantage be provided all round the room, although the blackboard in the eastern part should be retained. Drawing boards should be fitted on either side of the sink, and shelves for storing painting equipment. A damp cupboard and a drying cupboard for pottery are required and a cage should be provided for the kiln. Improved equipment might usefully be installed in the art



room when opportunity offers. The classroom in which much art is taught is unsuitable for the purpose.

All boys and girls in the first year have a double period for art. In the third year the subject is now an alternative to music, a fifth of the age group having chosen the latter. It is suggested that arrangements be made for those so placed not to drop the subject altogether so early in their school career. It, might, for example, be possible to arrange for one term of art during the year. Moreover, only a handful in the sixth form have any contact with the art staff and it is recommended that they be given opportunities to talk to the whole of the sixth form from time to time in order that these boys and girls may have an incentive to interest themselves in art and design in a broad sense after they leave school. The four girls who are working for advanced art only see the art master as a group and by themselves for a single period. If the number taking an advanced course grows, as well it might, it will be desirable to arrange for these pupils to receive a reasonable amount of individual attention.

It was somewhat surprising to find that there was not much out-of-school activity in art and crafts to attract those who no longer took the subject in school hours and yet were interested in it. The art mistress has a craft club which meets on Mondays after school and it is understood that, in the summer, a weekly sketching club is held, but it did not appear that these activities attracted many of the older pupils.

There is a collection of books on art and crafts in the art room, and pupils evidently take advantage of it. More publications with plenty of good plates might usefully be added.

#### HANDICRAFT

With one woodwork room only for handicraft, the provision is barely adequate to meet the needs of the School: there are no facilities for metalwork. The room is of good size and has good natural lighting, but it is urgently in need of decoration and other improvements: the storage space and artificial lighting are inadequate; the arrangements for storing tools are not good; there is no sink with hot and cold water in the workshop; there are poor display facilities.

All the boys have one period in the first year and two in the second and third. Thereafter the boys in the two lower streams take woodwork for two periods in the fourth form, and two in the fifth for one term only. This year three boys in the fifth form and one in the sixth have odd periods of geometrical and mechanical drawing in the workshop while woodwork lessons are in progress, an unsatisfactory arrangement which adds to the difficulties of master and pupils alike. The possibility of reviving a woodwork club is being considered for boys for whom there is no time-table provision.

The master in charge was appointed less than a year ago to this, his first post in a grammar school. He is well qualified and keen to provide in the best way for the needs of his classes. Already he has made several pieces of apparatus for the School. The work done by the boys is at present disappointing: substantial and useful articles are made, but they are often in softwood, not of pleasing design, and the quality of the jointing is not good. The scheme of work is in need of further revision.



## HOUSECRAFT AND NEEDLEWORK

The housecraft mistress came to this, her first post, just over three years ago. The only mistress responsible for this group of subjects, she was faced with deficiencies in equipment and a discouraging time-table with no work above the fourth forms. Since then the subjects have grown in stature and the two lower fifth-year forms now include them in their curriculum, but they are still not presented for external examination and there is no sixth-form work. The premises have recently been re-equipped satisfactorily, but the room is often very cold and the sewing-machines in the store-fitting room are likely to deteriorate unless some heating is installed.

All girls in their first year have one period a week for needlework when they make cookery caps and aprons. Housecraft including a little cookery and laundry is introduced in the second year with periods of eighty minutes a week and needlework is dropped. The third forms do cookery; the fourth forms cookery and dressmaking in alternate terms; forms 5a and 5b do two terms of cookery and one term of home management. No lesson is longer than eighty minutes.

Emphasis is given in the syllabus to basic rules and techniques rather than to a broad conception of the work which might lead the girls to wish to pursue their study further. All the work is conscientiously prepared and taught and the girls accept the disciplines necessary to produce satisfactory results. They use well-prepared teaching aids successfully. It appears that the mistress is happier teaching needlework than cookery perhaps because she studied it to an advanced stage.

It is obvious that if needlework and cookery are to reach the level desired in a grammar school there must either be an additional member of staff, perhaps part-time, or the lower forms must be deprived of participation in this branch of the curriculum. Certainly it is impossible, as things are, to present the subjects for external examination, especially if a general course is to be introduced for sixth-form girls.

## MUSIC

Although music was a feature of the School before the war, the subject has had various set-backs of recent years. The young music master who took up his appointment here eighteen months ago was thus faced with considerable difficulties. It is to his credit, and equally to that of several other members of the staff who join in the musical activities, including the Headmaster, that some enterprising work is now going on, especially out of school hours. There is a well-balanced four-part choir of about eighty strong, which last year performed part of Haydn's "The Creation" and this year is working at Coleridge Taylor's "Hiawatha's Wedding Feast"; an out-of-school string class has been started by the able music master of a neighbouring school; there is a small group of recorder players, and two boys are learning the clarinet. The approach to this work by the pupils and the generous co-operation of the staff are signs that there is basically a wholesome musical atmosphere in the School.

Certain aspects of the class work, however, are less satisfactory. In the lower forms the principal aims and the teaching methods employed are sound enough, but the work is often hampered by inattention, even unruliness, particularly amongst pupils in the



third year. There are signs that the music master is mastering his difficulties in the first and second years, but even here a quieter and more insistent manner, and, in particular, softer piano playing, might help him to obtain better control. The policy regarding work leading up to examination for the General Certificate of Education is also open to question. At present only one boy above the third year intends to offer music for examination (the music master takes him for four periods weekly) but in the third year itself there are three groups of twelve, twelve and two pupils respectively, each of which has an extra two periods for music in addition to the single period allotted to all pupils in that year. To judge from one of these groups only about one third of the pupils have sufficient musical background to benefit from such a specialised course; the remainder might be better employed doing something else. In itself, however, the idea of a music option is excellent; perhaps one suitable group might still be recruited in each year.

#### PHYSICAL EDUCATION

Indoor facilities for physical education include a gymnasium for the boys, which, unfortunately, is very small, and the school hall equipped with some apparatus for the girls. The hall is fairly spacious, but it is used for assembly and for the serving of mid-morning milk; it also acts as a passage. In consequence, the floor is so dirty that many activities must of necessity be ruled out, and even so the girls' clothing is quickly soiled. Methods whereby the floor might be kept clean were discussed during the inspection. The boys have a changing-room and showers, but there is no changing-room for the girls, and a sixth-form cloakroom is used for this purpose; it is small and dark and there are no free pegs on which clothes might be hung. Shoes and clothing are kept in the desks because there is nowhere else to store them.

The playing field with its good pavilion is about ten minutes' walk from the School; the drainage is unsatisfactory so that it is frequently waterlogged, and, at the time of the inspection, the pitches had been out of use for four months. The cricket table is, however, now being relaid. In addition to the grass pitches, there are four hard tennis-courts, and it would be a great advantage to the girls, who have only a small share of the grass area, if two more courts could be added so that twenty-four girls could play at a time; additional jumping pits would be an advantage. Netball is played on two courts marked on the school playgrounds.

#### Boys

The boys' physical education is broad in its scope and carefully planned, and the programme is energetically carried out. The master, who took a three-months supplementary course of training before the war, is unflagging in his efforts to promote the physical and social well-being of the boys both in and out of school time. He is ably supported by other masters and it is not surprising to learn of the successes enjoyed by the School in games, and, more especially, athletics; in their first and second years boys receive regular instruction in swimming at a local bath. Subsidiary activities, all of which are keenly supported, include rugby football, cross country running, boxing, basketball and occasional hockey games. A full fixture card of inter-school and inter-house matches and sporting competitions is completed. All forms have a double period for games except Form 5a, 5b and the sixth form who get one period. In

gymnastics the first-and second-year boys have two single lessons and the remainder one. The restricted floor space of the gymnasium suggests one reason why the more spacious vaulting and agility exercises are limited in range and standard; in other respects the gymnastic exercises are taught vigorously and effectively and the boys respond well to what is asked of them.

#### *Girls*

The girls' programme includes gymnastics, games (hockey, netball, tennis, rounders), some athletics, occasional National dancing and swimming for pupils in the first and second years. Unfortunately, the facilities are so restricted that much of this programme is ineffective. During the period when the field is not waterlogged the girls may be able to get a game of hockey once in three weeks or once a fortnight; in the tennis season they are unlikely to be able to play more often than once in three weeks; similar arrangements apply to swimming. Under such circumstances progress, especially for the less gifted, must be painfully slow, and it would not be surprising if many of the girls became discouraged. To add to the difficulties, continuity has been broken by frequent changes of staff - there have been five teachers in seven years.

The young mistress who is now in charge of the work was appointed to this School eighteen months ago after three years' experience in a small country grammar school; she was trained at a specialist college of physical education. Two other mistresses help with the games.

In gymnastics the work is at a transitional stage; it has apparently been necessary to establish a sensible attitude towards this subject, and in some of the classes seen this initial difficulty had been overcome; an attempt has also been made to try to encourage the girls' initiative, but at the time of the inspection too much of the work was left at an undeveloped stage so that the girls were seldom able to enjoy a real achievement. A vigorous attempt has been made to raise the standard of hockey with, it is understood, some success; but, apart from some practice on the hard courts, this part of the programme has had to be discontinued for months because of the state of the field. Both school and house matches are played in the various games.

The girls change into suitable clothing for gymnastics, and, considering the conditions for changing and the lack of storage for clothing, the standard in this respect is surprisingly high.

### *General School Activities and Corporate Life*

The School is able to gather in the large hall for its morning assembly. Considerable thought is given to the variation in its pattern and the senior pupils play an active role.

The two sittings for the well-served, appetising and nutritious dinner, to which some three-quarters of the pupils remain, are very successful occasions. The dining room is crowded, but excellent organisation makes dining a pleasant function and promotes social grace. Table groups made up of boys and girls who choose to be together for a term take responsibility for their own arrangements. Credit is due equally to the two masters who regularly supervise



ch sitting and to the kitchen staff who work willingly and effectively for the welfare of the School.

Behaviour is natural, and there are but few internal discipline problems. The prefect system seems to be working satisfactorily. A good standard is maintained in the wearing of uniform and habits of tidiness are generally secured from both sexes.

The several school societies meet fairly frequently. Annual events, such as Speech Day and sporting contests, are held regularly. The magazine, published terminally, contains a particularly full record of school life and reflects the strength of the Old Trinity Scholars' Association.

### *Conclusion*

A major problem continues to affect this School, that of providing secondary education for pupils of a wide range of ability. It seems likely that this task will have to be undertaken for some time yet in buildings which have not so far proved suitable for the development of practical work and which are now seriously crowded. It may be difficult for some time to reduce the number of pupils, though reduction would clearly promote easier conditions.

In the meantime the interests of the pupils require more variation in the courses provided. Probably only half are able to follow with any measure of success the traditional grammar school curriculum. There has not yet been any experiment with courses designed to help the remainder to obtain the General Certificate of Education in some fewer subjects, including crafts, within a general education embracing the other subjects. The School has recently made resolute efforts to overcome the problem of early leaving. Reconsideration of the courses for its less academic pupils could lend strength to this purpose.

## Appendix

### NUMBERS AND AGES OF PUPILS IN FORMS

Form	Total No. of Pupils	Average Age Y. M.		Number of Pupils in the School whose ages on 31st January, 1955, were:							
				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
1a	31	12 0	B. G.	8 9	7 7	- -	- -	- -	- -	- -	- -
b	32	12 1	B. G.	6 7	9 9	- 1	- -	- -	- -	- -	- -
c	30	12 1	B. G.	7 5	6 11	1 -	- -	- -	- -	- -	- -
d	32	12 1	B. G.	12 8	2 8	1 1	- -	- -	- -	- -	- -
2a	34	13 1	B. G.	- -	6 9	9 10	- -	- -	- -	- -	- -
b	32	13 1	B. G.	- -	7 6	9 9	1 -	- -	- -	- -	- -
c	27	13 1	B. G.	- -	5 7	8 7	- -	- -	- -	- -	- -
d	28	13 0	B. G.	- -	5 9	7 7	- -	- -	- -	- -	- -
3a	29	14 2	B. G.	- -	- -	8 4	8 9	- -	- -	- -	- -
b	31	14 1	B. G.	- -	- -	1 11	7 10	1 1	- -	- -	- -
c	24	14 1	B. G.	- -	- -	5 7	6 5	1 -	- -	- -	- -
d	26	14 2	B. G.	- -	- -	1 3	12 10	- -	- -	- -	- -
4a	33	15 1	B. G.	- -	- -	- -	3 7	8 15	- -	- -	- -
b	30	15 2	B. G.	- -	- -	- -	4 6	9 11	- -	- -	- -
c	24	15 2	B. G.	- -	- -	- -	9 3	5 7	- -	- -	- -
d	24	15 2	B. G.	- -	- -	- -	5 4	5 9	- -	- 1	- -
5 Alpha	32	16 3	B. G.	- -	- -	- -	- -	4 3	11 13	1 -	- -
Beta	23	16 3	B. G.	- -	- -	- -	- -	1 7	5 9	1 -	- -
a	23	16 1	B. G.	- -	- -	- -	- -	8 3	8 3	1 -	- -
b	17	16 2	B. G.	- -	- -	- -	- -	2 4	6 5	- -	- -
6 Arts	21	17 7	B. G.	- -	- -	- -	- -	- -	1 4	2 6	7 1
6 Sci.	20	17 6	B. G.	- -	- -	- -	- -	- -	4 1	10 1	4 -
6 Comm.	12	17 1	B. G.	- -	- -	- -	- -	- -	1 6	- 4	- 1
Totals	615	291 324	B. G.	33 29	47 66	50 60	55 54	44 60	36 41	15 12	11 2



S.O. 61/55

INTERVIEW

WOOD GREEN, TRINITY COUNTY GRAMMAR SCHOOL

INSPECTION MADE ON 1ST, 2ND, 3RD AND 4TH MARCH, 1955

LIST OF INSPECTORS

H.M.I. Mr. R. M. Adams (P.I.)	Classics
H.M.I. Mr. M. Booth	Science
H.M.I. Miss K. B. Cowan	Mathematics and Girls Welfare
H.M.I. Miss D. J. Hopkins	English and Library
H.M.I. Mr. J. A. LeFroy	Religious Instruction, History and Geography
H.M.I. Mr. A. G. Morris	Modern Languages
H.M.I. Miss J. M. Dodd	Commerce
S.I. Mr. E. H. O'R. Dickey	Art
S.I. Miss R. Foster	P.E. (Girls)
H.M.I. Mr. R. W. Doon	P.E. (Boys)
H.M.I. Mr. A. J. Haines	Handicraft
H.M.I. Mrs. M. Noar	Housecraft
H.M.I. Mr. J. A. Page	Music
H.M.I. Miss N. U. Harris	School Meals

MEETING WITH THE MEMBERS OF WOOD GREEN DIVISIONAL EXECUTIVE ACTING AS  
CONFIDENTIAL BODY HELD AT THE SCHOOL ON WEDNESDAY, 8TH MARCH, 1955

PRESENT

Governing Body

Mr. A. Vitoria, J.P. (County Councillor and  
Mayor of Wood Green) -  
Chairman of Divisional  
Executive  
Alderman Mrs. J. J. Rolator, J.P. and Vice  
Chairman of Divisional  
Executive.

Mr. E. A. B. Wesson  
Dr. E. E. Jones (Co-opted - formerly Headmaster)  
Miss A. M. Margreaves (Assistant Education Officer, L.E.A.)  
Mr. E. E. Goodchild (Divisional Education Officer)

H.N. present throughout

H.M. Inspectors

H.M.I. Mr. R. M. Adams (P.I.)  
H.M.I. Miss K. B. Cowan  
H.M.I. Miss E. A. M. Peables  
(District Inspector)

After a welcome from the Chairman R.I. made the usual request for confidential proceedings and explained that this was an opportunity for discussion about the School rather than a report.

R.I. opened on the background to the intellectual life of the School and the education it offered, referring to (i) more admissions from Wood Green itself this year, (ii) increasing popularity evidenced by more first choices, (iii) only thirty per cent above core pass mark and therefore of the usual grammar school calibre, (iv) more girls than boys - a situation relieved above fourth form by more girls leaving early than boys, (v) part-time employment situations yet the School had stuck resolutely to the O level target.

R.I. gave certain facts about staff, instancing strength and weaknesses and gave a reminder that this was a very difficult School to teach in in view of the wide variation in calibre of pupils. The Chairman asked for elaboration on the point about leadership. H.M.I. Miss Cowan illustrated from the Mathematics Department. Miss Margreaves enquired whether some subjects were in the hands of too many people, but it was explained that the essential weakness lay deeper than this.

R.I. continued on standard of work - that the two upper forms had reasonably good O level results, whereas the two lower forms were failing at what they set out to do - an academic course. In the first year there was no grading and

hardly enough attack on work of a grammar school kind. Favourable mention was made of neatness, but response and clarity and notemaking were not good. Quite soon in the course the work got too heavy and hard for the weaker pupils. The value of sixth form work was considerable and School had quite a good record of further education at universities and training colleges, but except in the Commercial Sixth there was entire specialisation of studies. History, Art and Boys P.E. were commended, some subjects were variable, some below average, and Religious Instruction was neglected. There was discussion about Religious Instruction. Miss Hargreaves asked whether this was not common where there was no specialist teacher. The Divisional Education Officer said that he had discussed with R.I. the possibility of getting a specialist teacher.

Councillor Wesson asked about streaming in the first year. R.I. explained that many grammar schools did not feel the need for it, but here it would be an advantage because of the wide range of ability. There need not be a depressed 'd' stream if a suitable course and teaching were immediately provided for them and if setting were arranged in mid-school. From this the problem of early leaving was introduced. R.I. said that it was bad, girls worse than boys, and that there were two serious stages, at fourth-form and fifth-form level. Many of those who stayed on for G.C.E. did not stay the course because the work was too difficult; there was a lack of perseverance and probably of family support, (though not of effort from the School to persuade pupils to stay). R.I. elaborated in order to drive home the way in which unsuitable courses were aggravating the problem of early leaving and suggested that only two streams should attempt a full G.C.E. course in academic subjects and that the other two should have less examination subjects (though art and craft should be included) other subjects not being taught with G.C.E. in view. H.M. Miss Cowan supported. Discussion followed and Miss Hargreaves clearly understood the situation, though it appeared to be a little too much for other members to grasp. The Chairman was anxious to back H.M. if staffing was inadequate but R.I. pointed out that much could be done in a four-form entry school. The Divisional Education Officer was vague about the staffing ratio permitted by Middlesex (1 to 18.5).

R.I. passed to premises, congratulating School on getting kitchen-diningroom and at least one small gymnasium. The question of dirt on the hall floor which was used for the girls' gymnasium was discussed. The Divisional Education Officer promised to investigate the possibility of a druggot covering, since it was used as a corridor by day and often for public functions at night. R.I. congratulated H.M. on the improvements he had managed to secure during his tenure of office, and the Chairman remarked that he had been persistent. R.I. said that a demonstration bench recommended in the 1936 P.I.R. had never been provided and the Divisional Education Officer thought that this might be done.

R.I. commented about the 'Mustin land', the accumulation of dust in dark corners, the need for higher standards in caretaking generally. The Chairman said that he would himself have commented upon the dustbins, if R.I. had not mentioned them.

R.I. spoke of the need for better use of the library and its transfer to a more suitable position. At a later stage in the proceedings Dr. Jones hinted at his disbelief in the need for a library in the school, as there was a good Wood Green library. The other main needs were cited as a second studio and the development of craft (woodwork room seriously in need of re-equipping). R.I. mentioned need for better furniture generally, for continuing the improvement in lighting and heating, for redecoration outside and in (scheduled for this summer). R.I. pointed out that there was no road safety sign covering this and the school opposite for traffic approaching from St. Michael's Church. The possibility of the girls using the new gymnasium at Bounds Green School was mentioned, but it seemed unlikely that it could be available very often.

R.I. expressed an opinion about the buildings. They might just pass muster as a school for as long as necessary, but were quite inadequate on the practical side. There was only just room for everyone to sit down; there was no provision for private study; the masters had a very poor common room. The Divisional Education Officer explained that the Divisional Executive had recently discussed plans for rebuilding this school on its seven acre playing field as a three-form entry school. The Chairman said that he now hoped that the P.I.R. would help them to achieve this ambition. R.I. passed to H.M. an enquiry whether the reduction to a three-form entry school could be done gradually, and H.M. said that he would face this with confidence. Miss Hargreaves said that it was very



difficult to imagine that any reduction in size would be possible for several years owing to the pressure on secondary school places. She thought that the premises would have to serve even after the bulge as a three-form entry secondary school and wondered what would be necessary to bring them up to standard for a school of that size. She wondered if a series of minor works to provide craft-room etc. (metalwork mentioned) on this site would be possible. The Divisional Education Officer admitted that there would be a shortage of 800 secondary places in Wood Green alone in the coming years and hoped that this would strengthen their case for building another modern school. It was concluded that this school would probably have to serve for very many years. (Note that the Development Plan proposes its disappearance and the erection of two secondary modern schools on its playing fields. The Divisional Executive's present proposal appears to imply a reversal of the policy).

The meeting terminated with the usual courtesies.

#### STAFF

H.M. Mr. L. A. Swinden

Maths.

Mr. R. F. G. Bartlett

Maths.

Mr. K. Bowen

Geography

Mr. E. J. Brandon

English

Mr. E. L. Dean

Modern Languages (Senior)

Mr. J. Ellison

Science (Senior)

Mr. A. Eustance

Latin and English Library

Mr. L. P. Hamshire

Maths.

Mr. B. D. R. Kurt

Modern Languages

Mr. A. J. G. McDonald

Music

Mr. J. P. McErlean

Modern Languages

Mr. R. Mackey

P.E. (Boys)

Mr. C. H. Mayes

Science

Mr. G. Morris

Commerce and English

Mr. H. L. Peacock

History

Mr. J. M. Penney

Art

Mr. J. M. Wallace

History

Mr. E. G. Williams

Geography

Mr. G. H. Williams

Handicrafts

Mr. F. J. Wintle

Maths. and History

Mr. E. N. Wisken

Maths. and Science

Miss E. W. Parsons

Maths. (Senior)

Miss A. Choppin

English

Miss S. Hall

English and Latin

Miss M. P. Jobson

Art

Mrs. S. Joliffe

Maths. and Geography

Miss M. L. Jones

Science

Miss E. Kay

English and Modern Languages

Miss J. Lawrence

P.E. (Girls)

Miss E. Munro

Housecraft

Mrs. J. Naish

Maths.

Miss Y. E. Rochat

Modern Languages

Miss W. Stewart

Science

Mrs. M. A. Williams

English and Geography

Mrs. L. Bonney

Modern Languages

(deputising for Mr. Dean)

[DN 13923/1/2647 to 4/552] 3 and