

MINISTRY OF EDUCATION

REPORT BY H.M. INSPECTORS ON

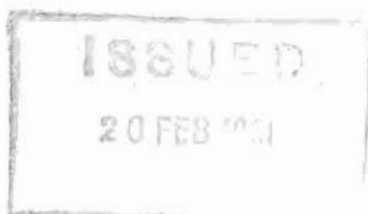
*Malton Grammar School,  
Yorkshire (North Riding)*

INSPECTED on 1st, 2nd, 3rd and 4th NOVEMBER, 1960

NOTES

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

## *Nature and Scope of the School*

This voluntary controlled grammar school, of ancient foundation, for boys and girls is administered by the North Riding County Council; but part of the cost of administration is borne by the East Riding County Council whose pupils form about one half of the total roll. Since the last Report in 1949, numbers have increased from 192 to 242 and are expected to rise still further as the School was extended in 1959 to provide for a two-form entry. The Sixth Form has also increased from 21 to 28 and there is little premature leaving.

The growth in numbers has been matched by an improvement in quality as measured by the number of awards for university education and by the proportion of pupils proceeding to full-time education or to professional employment. The last Report had no awards to record: over the last eight years, pupils have gained two Open Scholarships, three State Scholarships and eight County Major Scholarships as well as a number of County Major Bursaries for university education. There are now 30 former pupils at universities in comparison with 11 in 1949. Over the last nine years, about 19 per cent of leavers have proceeded to a university, 14 per cent to teacher training colleges and 25 per cent to professional employment. Of the girls, 22 per cent have taken up nursing as a career.

## *The Governing Body*

The Board of Governors under the outstanding leadership of the Lord Lieutenant of the County comprises 23 eminent persons, representative of local and county interests, of the churches and of the University of Leeds. It takes the keenest interest in the welfare of the School, has full confidence in its headmaster and accords him every help and encouragement.

## *Premises and Equipment*

In 1958, the School accepted its first two-form entry and in 1959 a new wing was completed giving a hall-gymnasium, kitchen and dining room, two excellent laboratories, three classrooms, staffrooms and cloakrooms for staff and pupils. The new building relieved the pressure on the accommodation in the old and, in consequence, a tiny hall was converted into a library, a good workshop provided and a prefabricated hut successfully adapted for art and craft.

The School is now better housed than formerly, but deficiencies remain. The changing rooms that serve the gymnasium have no toilets and the lack of a lobby in which to change and store muddy boots when returning from games has meant that dirt is carried into the changing rooms. It is understood that the open-sided covered way between the old and new buildings is to be enclosed: this will be a great advantage in inclement weather and the pupils might then be encouraged to change into house shoes in order to protect the floor surface in the hall-gymnasium. The second major deficiency is the inadequate size of the library which detrimentally affects its organisation and use, as explained in a later section. The noise caused in the hall by the water system and the heating equipment is a matter which is being discussed by the Governors and the Authority.

In general, the School is well equipped and the pupils, by their own efforts, have raised £500 for extra equipment, principally in the art room. It seems unfair that the potters' wheel and kiln that they have purchased should be used by Evening Institute students for whom there should be separate provision. Some small equipment needed in the history and geography rooms was discussed with the headmaster. The housecraft room needs another sink and a hanging cupboard for the storage of needlework. The rest room lacks a bed, and individual hand towels should be supplied in the men's cloakroom. The prefects' room is rather shabbily furnished.

The grounds, garden borders and buildings appear to be excellently maintained. The School has acquired a fine collection of reproductions which adorn the building and, under the leadership of the senior mistress, flower decoration now adds to the attractiveness of the premises.

## *The School Library*

The library is housed in the former hall which is only 800 square feet in area. Booths have been erected which provide individual work spaces for 12 pupils and brings the total seating capacity up to 21 but they have reduced the effective open floor space to about 300 square feet. In area and in design the library is at present inadequate to meet the requirements of sixth-form study, of frequent class-use and of reading-room and borrowing facilities in lunch-hour periods. As the size of the School grows, these deficiencies will become even more cramping in their effects. At present, sixth-formers can study in the library only when it is not being occupied by a form; only junior forms can use the library and that for merely a single period every six working days; and shortage of shelf space has led to the dispersal of stock. It is recommended that either the library be enlarged, or, preferably, that a new library be built and the present room converted into a much-needed sixth-form base, comprising a large classroom and division rooms.

The library stock amounts to about 4,400 well-selected volumes which provide a satisfactorily balanced collection. A good range of daily newspapers and of magazines is also provided. The library grant is £175 a year and this should be sufficient for a gradual increase of stock as well as for maintenance. The library is reasonably well used and home-borrowing runs at about 2,500 books a year. The deputy headmaster acts as librarian and it is apparent that he has given much time and thought to the development of the library. Some important problems face him, however. The library is in part classified according to Dewey, in part follows Bliss and in part an ad hoc system. The last named is not proving very satisfactory and the simultaneous use of three systems makes classification unnecessarily complicated. Shelf arrangement also poses some questions. 'Junior reference' and 'Senior non-fiction' are separated from the classes to which the individual books belong and there is some danger that the grouping together of 'recommended' books may not encourage borrowers sufficiently to explore the resources of the library more widely. This problem is likewise involved in the dispersal of some of the stock, notably in religion, to subject rooms.

Finally, there is the question of the use of the library for directed study to supplement the work of the classroom. As it is not possible at present for a subject master to take his form into the library at appropriate points throughout their course, certain junior forms have a library period under the supervision of the headmaster's wife during which they study and write up topics arising from the year's work in various subjects. The work is well done and the influence of the mistress is obviously beneficial but the scheme remains a compromise forced upon the School because of limited facilities.

### *The Staff*

The present headmaster was appointed nine years ago. He gained first-class honours in part one of the Classical Tripos and has high academic ambitions for the School. He spends half his time in the classroom and so knows his pupils well. Respect for their individuality and recognition of their growing maturity appear to characterise his management, and in his leadership of the staff he is both sympathetic and encouraging. The School obviously owes much to him for its development over the last few years. He is particularly well supported by his deputy and by the senior mistress. The deputy, with 30 years' service at this School and with responsibilities as librarian and as head of the English and history departments, has made and is making an outstanding contribution which is appreciated by pupils and authorities alike. The senior mistress, though young in years and experience, appears to be on excellent terms with the girls and to give ample justification for her appointment to this post.

The headmaster is assisted by eleven masters and four mistresses full-time and by one mistress part-time. The staffing ratio appears at first to be generous but as the School is organised as though it were a fully developed two form-entry school the staff is not adequate numerically for the task it sets itself. Because of the shortage of staff, the School has almost had to abandon the teaching of music, and the amount of time available to the teachers for marking and preparation is inadequate. There is an excellent case for a part-time appointment in music.

The qualifications of the staff are satisfactory: eleven hold degrees or their equivalent and all but one have had professional training. There is a good spread of age and experience with a weighting on the side of youth, and, though almost half the staff have been at this School for less than five years, two members have many years' service to their credit. As a team, the staff shows much earnestness and competence in the classroom, with promise of further development in a number of members and outstanding qualities in one or two. Without exception, they appear to be on excellent terms with their pupils.

### *Organisation, Curriculum and Standard of Work*

This is a transitional period in the history of the School when it is passing from being a one-stream to being a two-stream school but is organised as though it were already two stream. Thus in the

fourth and fifth years 36 pupils and 30 pupils respectively are organised in two forms for each year group. This two-form organisation, coupled with a commendably wide range of subjects in the sixth form, has meant a shortage of teaching power and thus a rather rigid organisation below the sixth form. Moreover, an anxiety to avoid premature specialisation has led to an attempt to maintain all subjects up to the end of the fifth year. This is not possible with an adequate time allowance for each subject and options have been introduced that seem to reflect expediency rather than settled policy. While a choice in the fourth and fifth years, between Latin on the one hand and either housecraft or handicraft on the other is a common policy, it is not easy to defend the present choice in the fifth forms between art and religious instruction and between physics and English literature. In addition, some pupils in the fifth year find they cannot successfully prepare for examination in all the subjects they have begun and therefore drop some during the course of the year. Likewise, an analysis of ordinary level examination results suggests that too many pupils are taking too many subjects. In fine, some reconsideration of the organisation below the sixth form seems called for in order to evolve a positive policy of options which, while avoiding undue specialisation, will not overburden the pupils. In mathematics, in particular, setting might well be the way to provide for individual needs. When the School is fully grown, the possibilities of strengthening the position of Latin and of introducing a second modern language should be considered.

In the sixth form, pupils have a choice from a wide range of both arts and sciences for their advanced subjects. As the number of pupils is relatively small this commendable range of choice is very expensive of staff time, and where economies can be effected (such as grouping upper and lower sixths together) they should be introduced. This might enable the School, even under present circumstances, to meet the chief criticism of the organisation at this level: the lack of a demanding course in a field common to both arts and science pupils. If such a course were introduced with an adequate time allowance for the necessary instruction, discussion, reading and written work, the possible dangers of giving pupils too much time for private study, which is a present problem, would also be avoided.

The absence of a full course in music which is to be explained by shortage of staff is the only point of note in the curriculum of the School. This deficiency is all the more regrettable in view of the School's long tradition of music-making and, in particular, of running an orchestra.

In its standards of work, the School has gone some way in achieving that maturity and quality that was lacking at the time of the last Report. Results in external examinations have improved and very good work is being done in art and, at the top of the School, in English. No subject is very weak though the literary aspects of the teaching of English, geography and history at the bottom of the School require strengthening. Considerable promise is shown in the standards already attained in mathematics, science and religious instruction.

The timetable is based on a unit of six working days and in the sections that follow references to the "week" are to be interpreted as meaning a six day unit.

## *Subjects of Teaching*

### RELIGIOUS INSTRUCTION

For the first four years, all pupils have two periods of instruction a week. Those in the fifth form who choose to enter for the external examination at ordinary level receive four periods, but those who do not receive no classroom teaching. In the sixth form, those who are preparing for the advanced level have five periods. The weekly period taken by the Headmaster with the whole sixth form includes questions of religion and ethics in its scope.

Most of the teaching is in the hands of a master who, though as yet without formal specialist qualification, is widely and deeply read in the subject and has clear and competent ideas about its presentation. He is assisted in the first two years by a mistress with a gift for telling stories and for arousing interest in the subject.

The master in charge has re-arranged the content of the York agreed syllabus to provide a lucid and connected account of the development of Judaism and Christianity from Abraham to Paul. A less rigorously historical treatment might facilitate the inclusion of some account of what Christians believe and why, which is now lacking.

The School is fortunate in having a classroom, well equipped with visual aids, set aside for religious instruction. The teaching reveals a careful blend of reference to the text and explicit explanation of the theological points involved. Exercise books show a range of original work from simple recording in the lower classes to imaginative reconstructions and explanations of the religious causation of events in the upper.

The subject is being well taught and well learned in the School. Modification of the timetable to enable the master in charge to teach the fifth and sixth forms would allow the scheme of work to be rounded off by the teaching, at this level, of doctrine well-founded on previous expository work.

### ENGLISH

English is taught throughout the School. Most pupils take the ordinary level paper in English language at the end of the fourth year or, failing that, at the autumn examination in the fifth year. It is not clear that any great advantage follows from this arrangement particularly when those who choose to do physics in the fifth forms cannot do English literature. In the sixth form a majority of pupils on the arts side, eleven in the first year and three in the second, are studying English at advanced level; it would be a valuable saving of time if these groups were taught together.

The deputy headmaster is head of the department and teaches fourth, fifth and sixth forms. His excellent, dynamic teaching

has the power to inspire as well as to instruct and his great thoroughness in preparation, in marking and in exposition reflects his ability and long experience. He is assisted by a young mistress who teaches forms in the first three years. She has good, sympathetic contact with her pupils, but in some aspects of her work has yet to take the measure of her task and to make sufficiently exacting demands on her classes.

The syllabus in the subject might well be elaborated in order to ensure that the content of the course and the character of the pupils' work is both of high quality and of adequate challenge, particularly in the younger classes. The written work at present produced in the first three years falls short in quantity and quality of what might be expected. A greater stress on private reading and on contact in class with a wide, varied and contemporary range of prose and verse might ensure that pupils were stimulated to write, had something to write about and were conscious of standards to strive after.

In the upper school the work in literature, particularly in Shakespearian drama, is impressive by reason of a thoroughness which is achieved without loss of enjoyment. Language study is also both thorough and comprehensive and the written work is competent. Formal essays are rather dull and stilted in comparison with literary criticism and wider reading is needed if originality, sensitivity and distinction are to emerge. The sixth form has an excellent reading list in drama and criticism but modern poetry, fiction and non-fiction are lacking. Their written work, though very competent, tends to be rather narrow in scope and to miss that outstanding quality which a wider background might bring. The general standard at the top of the School is so sound, however, that work of distinction is within reach.

### HISTORY

All pupils follow a five year course in history and most of them offer it at ordinary level in the examination for the General Certificate. Six pupils are studying the subject at advanced level in the lower sixth and one in the upper sixth.

The deputy headmaster leads the department but owing to other commitments is only able to teach a combined sixth form and Form 2A. He is assisted by the two geography masters, the senior of whom takes the majority of the work. The syllabus follows a traditional but sound pattern. In the sixth form, the first year pupils have been given a choice in English history of either a political period or an economic survey. As both upper and lower sixth forms have to be taken together, this further subdivision imposes an added burden on the master and limits the teaching and discussion that the groups of pupils can take part in.

The work in the sixth form is competent though characterised at present by thorough concentration on examination requirements rather than on wider objectives. Prepared discussions on more general questions and wider reading are needed if the work is to reach distinction standard. Below the sixth form, the bulk of the work is extremely limited both in the range and methods of teaching and in the reading and writing of the pupils. The development of a history room could bring variety to the approach and the selection

of appropriate topics for study in depth could add interest and challenge to the work of the pupils. Reconsideration of aims and methods is necessary if results at ordinary level are to be satisfactory and if proper training is to be given for the work at sixth form level which is not without promise.

#### GEOGRAPHY

This subject is studied for three periods a week by all pupils in the first four years and by those in the fifth year offering it at ordinary level in the external examination. Advanced level candidates in the sixth form receive six periods a week.

The subject is taught by two masters, both of whom have studied geography at the university, and between whom the work is evenly divided. Each form is taught by one teacher only except the sixth form where the work is shared. One of the masters who has had long experience in primary schools is inclined to make insufficient demands on children of higher ability.

The scheme of work shows a careful balance between physical and regional geography, basing much of the former on the progressive use of maps. Some field work is done and the School has a tradition of visits to places of geographical interest, one of which is chosen yearly in Europe. The content of the syllabus appears to be rather excessive for the average pupil. The room now in use as a geography room is small and needs careful equipping if it is to be satisfactory.

Classroom work is thorough but leans too far towards dependence on the textbook: the whole content is covered in class time without causing the pupils to find out information for themselves. It is this combination of exhaustive treatment and unexacting demands that makes the content of the course unmanageable. The teaching emphasises assimilation of prepared material and results in the production of notebooks at the expense of more imaginative and demanding work.

The subject is obviously enjoyed by most children but the difficulty experienced by some pupils in the sixth form in adjusting themselves to a different way of working and the limited success in the external examination suggest that the educational value of the subject is lessened by the emphasis on memory-work and by the lack of challenge in written work.

#### FRENCH

French is taken by all pupils until late in the fifth year, when it is dropped by those not thought likely to obtain a pass at ordinary level in the General Certificate Examination. Lessons for each year-group are arranged concurrently on the time-table, so that in addition to the grading of the forms, further setting is possible. For the first four years, each form has five lessons in six days; the fifth and sixth forms each have six. It is very desirable that the principle of a daily lesson should be applied at least in the first year.

The subject is in charge of an able and experienced mistress who has been associated with the school for many years. She is

assisted by a master who was appointed two years ago, after experience in several other secondary schools. Both are graduates and speak fluent French.

During their French lessons the pupils hear a large amount of the language freely and fluently spoken, and in one of the first year classes pronunciation is well taught. They have fewer opportunities for using the language themselves, either in speech or in writing. If they are slow to respond, it is perhaps partly because they do not understand clearly enough what is wanted of them. It is important that the aim of each lesson should appear more clearly and that the temptation to diverge from it should be resisted. It is a pity that, while so much French is spoken by the teachers, in order to ensure understanding, translation should be so frequently resorted to, before other methods have been tried. Judicious anticipation of new vocabulary and points of grammar, carefully planned reading of a passage to be studied, and questions deliberately framed on it, should help the pupils to understand a text with less intervention of English, and enable them to take a more positive part in the lessons. A distinction between close linguistic study of a short passage and extensive reading of a complete text, with its different aim, needs to be made.

In Form VI Upper, one girl, and in VI Lower, five girls are continuing their French studies, and most are aiming at advanced level. It is very satisfactory to find that reading is not confined to set books, and that the Upper With Form girl has a considerable reading list to her credit. Ability to discuss what has been read is less developed at present.

The staff takes pains to make the pupils aware of the wider interests opened up by language learning. There are visits to local courses and performances of plays as opportunity arises. There is a well established link with a school in France; exchange visits are arranged and a number of the older pupils have visited France.

Two girls in the Lower With have begun German.

#### LATIN

The course in Latin begins in the third year, and is of four years' duration, the target being the ordinary level of the external examination at the end of the pupils' first year in the sixth form. The time allowance of two, three, four, and four periods per six-day cycle in the successive years of the course is very meagre, but is explained by the fact that the only teacher free to take the subject is the headmaster himself. He is eminently well-qualified to do so, but has other teaching commitments which with the Latin make up a heavy programme.

Form 3A have all begun Latin this year; in the succeeding years eleven, six and four pupils are continuing with the course. The headmaster's policy has been to retain only those pupils whose progress has warranted it.

The early part of the course is at present based on a text-book which tends to impose a somewhat leisurely pace; its replacement is under consideration and would probably lead to more rapid progress. Even so, other means of streamlining the course may have to be

sought; for example, systematic training in the use of a grammar book might largely replace the giving of notes on this part of the work. At present the results achieved hardly reflect the ability of the pupils concerned; indeed, the onlooker senses an unresolved conflict between the headmaster's desire to give the subject the broad treatment which is proper to it, and the requirements of what in present circumstances can be little more than a cram course. Nevertheless it is satisfactory to record that the pupils usually make the acquaintance of several Latin authors in the fourth year of the course, and that those pupils requiring an examination qualification have so far obtained it.

It is the headmaster's intention that as soon as the staffing position allows a more generous course shall be established, so as to accord to Latin the place it should have in a grammar school.

#### MATHEMATICS

The senior mistress, a qualified teacher appointed here two years ago, is in charge of mathematics, and is helped by a young graduate master who joined the staff this term. They share the work at all levels and teach with vigour and enthusiasm.

Mathematics is taken as a form subject for the first five years; it would be an advantage if setting could be introduced from the third year onwards, particularly with a view ultimately to permitting an accelerated course for the ablest pupils. In the sixth form, three boys are in the first year and five in the second of preparation for the advanced level of the external examination. Teaching time is by no means generous at any point, and the department would need some additional help for possible developments. These might include preparation for separate pure and applied mathematics at advanced level instead of the combined subject as at present, or the introduction of a course on mathematical principles for prospective training college entrants.

The syllabus is at present under review. Possible changes were discussed during the inspection, in particular some which by the earlier but informal introduction of important principles would lend pace and variety to the course.

Much satisfactory work is already being done, and the lively oral response which is easily elicited from some forms augurs well for the future. The amount of well-finished written work might perhaps be profitably increased, although not to the point of making correction burdensome. Full advantage needs to be taken of the early stages of algebra and geometry as a vehicle for training in correct mathematical expression. The sixth form boys are working steadily and well, and their reactions might now be sharpened if they could be drawn into discussion more frequently.

The school library includes a small but growing section of books on mathematical topics, at present in the hands of the senior mistress. They are kept accessible in her room, where charts and models are also displayed; these and the circulation of a well-known mathematical periodical for the younger pupil are further sources of interest in the subject.

#### SCIENCE

The accommodation for science teaching has been greatly improved and is now good: there are two well-designed laboratories in the new wing, one each for physics and chemistry, separated by a preparation room, and a good-sized biology laboratory with a preparation room in the older part of the building. The new laboratories have been generously equipped, and the apparatus has been well chosen; the biology laboratory needs better black-out and better artificial lighting at bench level: perhaps later, the addition of a greenhouse would be valuable.

Three masters teach science; two are graduates, the other has attended a supplementary course in the subject. They all bring to their work enthusiasm and determination worthy of high praise, and they try consistently to improve the quality of their teaching. Such well-directed efforts cannot but improve the pupils' work, so it is no surprise to find the signs of steady and continued progress clear to see.

Physics, chemistry and biology are taught as separate subjects, generally by different masters to each form. In the six-day cycle two periods are allowed for each branch of science in the first three years; three periods are allowed subsequently, except in Form 5A where four periods are given but where physics is alternative to English literature. At ordinary level the abler pupils may offer all or some of the branches of science as separate subjects; the less able offer general science. In some ways the school achieves its object of offering pupils a broad course of science, but it might achieve much more if the course were less fragmented and if in the early stages one master were responsible for all the science in any one form.

In the sixth form pupils generally have a course aimed at the advanced level and consisting of physics, chemistry and mathematics. They take biology less frequently, perhaps because of past difficulties: two girls interested in nursing are studying the subject this year. Sets in the sixth form are small; the largest has five pupils in it.

The general standard of work in science is good. The masters are doing a great deal to implement their belief that pupils should be encouraged to investigate and to base conclusions on the evidence they discover. They are more successful with the younger pupils than with the older ones, because the latter are preparing for examination at ordinary level by means of courses that have been shortened in order that a change to the present organisation might be made. But as the masters gain experience in their improved conditions the element of investigation in the work will, no doubt, be extended and should give them opportunity to foster discussions in class that will encourage pupils to express themselves accurately: at present the older ones are reticent. Some pupils, especially younger ones in biology, write well in clear direct prose on topics that have interested them, but the general standard of written work varies somewhat, perhaps because the masters have not yet formulated a policy to guide them in the matter. A well-conceived policy might ease their burden of marking which is heavy at present: it could do so especially if the different branches of the subject were more unified in the early stages of the course.

This is a department of growing vitality, where progress is sought and where the needs of the pupils are put first. To achieve this admirable state of affairs the staff has worked very hard, and shows every sign of continuing to do so.

#### ART AND CRAFT

For the first four years, all pupils take art for two periods in the six-day week. In the fifth year, art is alternative to religious instruction, and over half the pupils continue with the subject for four periods a week, offering it at ordinary level in the external examination. Three pupils have begun an advanced course in the sixth form.

During the short time the specialist master has been responsible for the subject, the work in art and in craft has developed in an outstanding manner and its impact in the School is obvious. The library has a good collection of books on art, architecture and crafts and the school premises are adorned with framed reproductions. A display case and a special notice board help to spread interest in the subject.

A prefabricated hut comprising two rooms makes a good centre for teaching. Equipment for pottery has recently been provided by the pupils and the Authority is to supply a damp cupboard. The pupils work in a variety of materials but for the first three years follow a basic course in abstract design. This provides a good basic language and a training in analytical thought but these should be applied by the pupil to his environment and based on close observation. At present this comes late in the course. The earlier work reaches a very good standard in design, in execution and in colour sense. The later architectural studies and still life pictures show an extremely good standard of drawing. A better balance in the first years of the course would make the work in art outstanding.

#### HOUSECRAFT AND NEEDLEWORK

Housecraft is taught throughout the School and is offered at ordinary level in the external examination by those who do not take Latin. One girl in the sixth form has begun an advanced course. Needlework is taught in the first three years to all forms except Form 3A. The time allocation is two periods for cookery, two for needlework in the first two years (parallel forms being usually combined for needlework), two periods for cookery for Form 3A and two for cookery and one for needlework for Form 3B. The ordinary level course receives three periods in the fourth year and four periods in the fifth. The one advanced level pupil has four periods of instruction and a further three periods on her own. All periods referred to are the allocation for a unit of six working days. The girls never have longer for cookery than a double period: this is a major defect in organisation since it prevents a class from seeing their practical work through from start to finish.

In the combined housecraft and needlework room the fixed equipment is most inconveniently arranged and an extra sink is urgently required. A hanging cupboard is essential for needlework and an electric sewing machine is desirable. Books and magazines are also needed.

The qualified mistress was appointed only this term and there is evidence already that under her guidance standards should rise. The work of the first two years that was seen showed promise in both laundry and needlework, but at the top of the school standards are still mediocre. The desirability of widening the course so that it offers more challenge to able girls was discussed at the time of the inspection.

#### WOODWORK

All boys are taught woodwork for two periods weekly throughout the first three years; thereafter, those boys who do not take Latin continue this subject and, with an increased time allocation, they offer it in the external examination.

The well qualified master in charge was appointed to this school eight years ago; as he is also responsible for the teaching of physical education and games, there are no opportunities for extending the course into the sixth form at present.

The new workshop, a particularly pleasant room, is of reasonable dimensions and possesses suitable storage facilities; the equipment is adequate and satisfactorily maintained. Several minor matters of general workshop organisation were discussed during this inspection.

The master rightly demands accurate and painstaking work from his pupils; the fundamental skills being practised reflect the sound introductory training provided. In subsequent work, however, the cautious approach and the prolonged and rigid adherence to a graded series of projects tend to produce a somewhat drab uniformity.

Schemes of work were discussed in some detail during this inspection; the good craftsmanship already noted suggests that these pupils are ready to benefit from an ambitious, flexible course. Careful planning, with opportunities for the cultivation of good taste and individual selection, could produce a challenge commensurate with the ability of the pupils.

#### MUSIC

As there is a vacancy on the staff for a music specialist the headmaster is valiantly keeping the subject alive by taking each form once a week for music, and recently he has been rehearsing practically the whole school, including the boys with changed voices, for Speech Day. In order to carry out the work effectively more sets of song book, sheet music and miniature scores are needed. The abler pupils might be encouraged to sing choral music for mixed voices, such as madrigals and motets, and to follow scores, but with the best will in the world the headmaster cannot do this with the present time allowance which, with his other commitments, is inevitable.

#### PHYSICAL EDUCATION (GIRLS)

A mistress with specialist knowledge is urgently needed to establish a balanced programme of work. Athletics was introduced last summer, but beyond that the teaching is confined exclusively to games.

Hockey is played vigorously with a rugged enthusiasm, and a number of team players have a good measure of skill, as their results testify. Practices designed to develop stickwork are needed particularly for class games. In netball the play of the first years was lively and they have an appreciation of the rudiments of the game.

A plan to widen the choice of activities for the fifth and sixth forms, offering badminton and basketball as possible alternatives to hockey, should be valuable. The extension of the tennis season into the autumn term is another venture worth consideration. Although the playing of games is undoubtedly an alive and valued feature of school life it is hoped that the girls will soon have the opportunity to acquire skill in other spheres as well.

#### PHYSICAL EDUCATION (BOYS)

The master in charge of physical education has no special training in this subject but has a strong interest in games and is an experienced teacher. As can be expected, therefore, the standard of gymnastics is only mediocre and the strength of the physical education in the school is on the games side. A point of advance for which the master concerned is responsible is the development in the last few years of a high standard of basket ball, which the senior boys play with great interest and marked skill. In outdoor games also the School maintains a good reputation, particularly creditable for a small school.

The games organisation is at present based mainly on a one-year group. This is so small that it provides only one game and makes setting or choice of games impossible. Consideration might well be given to working in groups of twice this size with a two-year age spread, as is already done for one section of the school.

#### General Activities and Corporate Life

The School has a vigorous corporate life. The day opens with a dignified assembly, the mid-day meal is a pleasant social occasion and the increasing number of clubs and societies provide opportunities for staff and pupils to meet outside the classroom. Special mention deserves to be made of the long tradition of presenting plays of quality to parents and friends. The work of the classroom is carried beyond the School in geographical excursions and foreign visits and the social training of the boys and girls is extended by regular dances. A pleasant spirit pervades the School and is the outcome of good team work by senior pupils and staff under the guidance of the headmaster, his deputy and the senior mistress. It is reflected in the flourishing Old Pupils' Association and Parents' Guild.

The school meal is cooked and served on the premises in a new kitchen and dining room. Some 90 per cent of the pupils stay to dinner. It is unfortunate that the kitchen and storage capacity are so tightly planned and that the dining space is just adequate for present numbers. As the roll increases, these difficulties will become more marked. Meals are carefully prepared, well cooked, attractively served and dietetically sound. The cook with many

years of experience has high standards which are to be seen in the meals she produces and in the scrupulous cleanliness of the kitchen.

#### Conclusion

Since the last Report, there has been considerable development in the life and work of the School. The School is not without its difficulties and shortcomings, but some of these might be remedied, some should disappear in a short time and, for the rest, the present standards of work show promise of further progress.

#### Appendix

##### NUMBERS AND AGES OF PUPILS IN FORMS

		Number of Pupils in the School whose ages on 1st September, 1960, were:-									
Form	Total No. of Pupils	10 and under	11 and under	12 and under	13 and under	14 and under	15 and under	16 and under	17 and under	18 and over	
1Y	25	B. -	14	1	-	-	-	-	-	-	
		G. 1	8	1	-	-	-	-	-	-	
1A	27	B. 2	13	-	-	-	-	-	-	-	
		G. -	12	-	-	-	-	-	-	-	
2B	26	B. -	-	7	5	-	-	-	-	-	
		G. -	-	10	4	-	-	-	-	-	
2A	22	B. -	-	9	-	-	-	-	-	-	
		G. -	-	13	-	-	-	-	-	-	
3B	20	B. -	-	-	7	1	-	-	-	-	
		G. -	-	-	9	3	-	-	-	-	
3A	27	B. -	-	-	16	2	-	-	-	-	
		G. -	-	-	8	3	-	-	-	-	
4B	16	B. -	-	-	-	6	3	-	-	-	
		G. -	-	-	-	4	1	-	-	-	
4A	20	B. -	-	-	-	14	-	-	-	-	
		G. -	-	-	-	5	1	-	-	-	
5B	14	B. -	-	-	-	-	5	2	-	-	
		G. -	-	-	-	-	7	-	-	-	
5A	16	B. -	-	-	-	-	8	-	-	-	
		G. -	-	-	-	-	5	3	-	-	
6 Lower	21	B. -	-	-	-	-	-	7	1	-	
		G. -	-	-	-	-	-	12	1	-	
6 Upper	8	B. -	-	-	-	-	-	-	5	-	
		G. -	-	-	-	-	-	-	2	1	
Totals	242	130 B.	2	27	17	28	25	16	9	6	
		112 G.	1	20	24	19	15	14	15	3	