MINISTRY OF EDUCATION

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Report by H.M. Inspectors
on
WANDSWORTH SCHOOL, LONDON

Inspected on
17th, 18th, 19th and 20th February, 1953

NOTES

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MINISTRY OF EDUCATION, CURZON STREET, LONDON, W.1
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NATURE AND SCOPE

The two major changes since the last Inspection, held in 1938, have been the abolition of fees and the addition of the Technical (Building) Branch in 1947. Although the Grammar and Technical Branches are under the same Head Master and body of Governors, they are accommodated in separate buildings situated more than a mile apart, they recruit their pupils at different ages and they are to a large extent separate units. Hence it is necessary to treat them separately in the following sections of the Report.

Except in 1948 and 1952 when four Forms were admitted to the Grammar Branch, it has had a three-Form entry. But owing to its proximity to the Surrey border, it has always been difficult to fill the vacant places from the immediate locality, and in 1952 only 56% of the pupils came from Wandsworth and Battersea. One of the three Forms accepted in each of the years 1950 and 1951 was composed of pupils who previously would have been admitted to selective Central Schools on the results of the Authority's Common Entrance Examination. In September 1952 two Forms of these pupils entered the Branch. The roll is now 522; at the time of the last Inspection it was 446.

During the past three years about 25% of the leavers have left without completing a five-year course. In this period thirteen boys have gone to Universities while the remainder have entered a wide range of occupations, of which clerical work, including posts in Banks and in National and Local Government, has claimed the largest number of recruits.

The Technical Branch originated during the war years as the unevacuated section of the Brixton School of Building Junior Technical School. It was accommodated in turn in various buildings, and eventually premises were found in Merton Road, when it became the Technical Branch of Wandsworth School. As the Merton Road premises were required for a Secondary Modern School, the Branch was moved to an old building in Garratt Lane. Pupils are recruited at thirteen years of age, chiefly from Secondary Modern Schools. An examination is set by the School, and although a proportion of the applicants are rejected, many of those admitted are not the most able of the boys who are transferred from Secondary Modern to Secondary Technical Schools. The pupils are drawn from a wide area in London, and in 1952 some 53% came from Wandsworth and Battersea. The Head Master, looking ahead to the opening of the Comprehensive School, now wishes to recruit pupils at eleven years of age for the Technical Branch. While this would doubtless ensure the admission of abler boys, it would be necessary to see that a good general course can be provided for them at the Technical Branch for the first two years. Since the number of higher posts in the Building Industry is limited, it is desirable that the technical course should be broader in scope than the trade courses which exist at present.

During the past three years 37.6% of the boys left before taking the School's leaving examination, which is held at the end of the Spring Term. A good proportion of the remainder leave between Easter and Midsummer because of the demand for apprentices in the Building Industry. It is hoped that the time will come when it may be possible for most of the pupils to complete the course. Of those who leave after taking the School's examination, the majority find employment in the Building Industry or in firms associated with it.

GOVERNING BODY

The Governing Body consists of fourteen members, of whom two are representatives of the Brixton School of Building, one represents the University of London, and two are co-opted by the Governors appointed by the Authority. The Clerk to the Governors represents the Education Officer of the London County Council.

PART 1

GRAMMAR BRANCH

PREMISES AND EQUIPMENT

A project to provide additional School places in buildings to be erected on the playing fields in Sutherland Grove is included in the Building Programme for 1953/54. When this work is completed a Comprehensive School for 2,000 boys will be established. The following suggestions for improving the existing premises are made bearing in mind these developments:—

1. Alterations are necessary to provide preparation rooms and additional storage space in the Science block.
2. Shower-baths might be provided near the gymnasium.
3. The Handicraft room needs to be enlarged and this will presumably involve the demolition of the existing wood-store and its replacement by a new one.
4. Shelving is required in certain Form rooms.
5. Certain minor repairs are necessary. These include the provision of plugs for the handbasins in the cloakrooms and some seats and fittings in the sanitary offices.
6. The partitions between rooms I, J, and K, which fail to exclude noise, need attention. There would be a risk of serious harm to pupils if fire broke out in room N, situated in a cul-de-sac at the end of a first-floor corridor.

LIBRARY

The School Library, which is centrally situated on the first floor, is a pleasant, well furnished room. For part of the week, however, it serves as a classroom, and there is no system of Library periods by means of which pupils could be introduced to the organisation and resources of the Library. In any case, the present resources are very limited. Many of the books are old and are of a kind not likely to be of much use or interest to boys of this generation. An elementary system of classification, based on school subjects, has been adopted, but the subjects generally are poorly represented, and the present stock of some 2,500 books is quite inadequate for a School of this size and scope. No special Library grant or fund is available; books are purchased with money from the School's general capitation allowance. Masters in charge of subjects have tried to build up subject libraries, mainly at Sixth Form level, and these books are kept in the specialist rooms. There is thus a nucleus of books suitable for advanced work, but many more are needed to cater for the interests and developing tastes of the pupils in the lower and middle Forms. In view of the proposed future organisation of the School, it is advisable to begin the work of systematic classification and cataloguing as soon as possible.

STAFF

The Head Master has devoted much of his time and thought to educational problems and he holds broad and enlightened views. He has had charge of the School for twenty years and he has led it successfully through difficult times, which included the outbreak of war, evacuation, the re-establishment of the School in London after the war and changes in the nature of the entry to the Grammar Branch. Stimulated rather than deterred by such problems, he has made a determined attempt to overcome them and to take advantage of the opportunities offered by the changes in the external examination.

Well qualified and adequate both in numbers and in teaching power, the

staff contains one Master of outstanding ability and several whose work shows distinction, but there are some young Masters who could improve their teaching methods. Sixteen of the Masters receive special responsibility allowances. There is a full-time male clerical assistant.

ORGANISATION, CURRICULUM AND STANDARD OF WORK

For the first four years all pupils follow a common course which includes Religious Instruction, English, History, Geography, French, Mathematics, Science, Art, Handicraft, and Physical Education. All Forms except Form IV C have Music. Latin and German are introduced as alternatives in the second year and so continued in the third and fourth years by the A and B Forms. There are sets for Mathematics and French in the third and fourth years. The C Forms have additional Handicraft and Technical Drawing, some of which is taken at the Technical Branch premises.

In the fifth year pupils have an opportunity to choose a certain number of special subjects and to continue other subjects on more general lines and with more thought for their co-ordination and relevance to life. In Form VA additonal time is given to two selected subjects so that the external examination can be taken at the Advanced level at the end of the first year in the Sixth Form. This is made possible by working in small groups. The papers at the Ordinary level are taken in an extensive range of subjects if desired at the end of the fifth year. This arrangement tends to reduce the traditional division between the Fifth and Sixth Forms and its effect is reflected in an increase from 18 to 69 in the number of subjects passed at Advanced level in the past three years. The scheme works successfully in Modern Languages and Mathematics. It is experimental and may be modified for other subjects from year to year. Its operation seems to need some reconsideration, especially from the point of view of potential Science specialists. In Forms V B and V C three or four special subjects are chosen, and the rest are studied at a more general level. Pupils may take the selected subjects at Ordinary level at the end of the fifth year and supplement the certificate in the sixth year or later. The pupils of Form V D take one modern language and have eleven periods of Handicraft, nine of which are taken at the Technical Branch premises. This allocation of time is very high in relation to the general nature of their course and the demands of other subjects. It is perhaps unfortunate that they are not taught Handicraft and Technical Drawing by the same Master. The Fifth Forms have no Music. In the Sixth Form boys have a choice of courses in Science, Arts or Economics. At present there are 31 boys in the Sixth Form.

It was suggested during the Inspection that it might be advisable for those taking German to be allowed to start Latin in the fourth year and similarly for those taking Latin to be allowed to start German if they are likely to need the subject in the Sixth Form; also that possibly a later start might be made with Economic History for those intending to enter the Economics Sixth Form. Some doubt was expressed about the value of the Social Studies course as compared with what might be obtained from independent studies of History and Geography by the pupils of Forms IV C and V D.

A good standard is reached in Art and Mathematics. The work in most other subjects is satisfactory, and in many of them there are good features or signs of promising developments. The attainments in Science are at present comparatively less satisfactory.

Religious Instruction

The work is based on the London Agreed Syllabus, and a good balance of studies of the Old and New Testaments, of the Epistles, and of outstanding personalities who have figured in the history of the Christian Church, has been achieved. Discussion of more difficult metaphysical problems is included in the later stage of the course. The Master in charge of the subject has graduated in both Theology and History; he teaches all but the first year Forms which

are taken by a graduate in French. The boys are encouraged to make a copy of the Bible one of their personal possessions and many of them use it at school. Bibles, commentaries, Scriptural atlases and wall maps are available, and although the Library books are few in number the collection is gradually improving.

A good standard of work is being achieved. The teaching is enthusiastic and well-informed and the boys respond very well indeed. Discussions in the middle Forms are on a sufficiently high plane to appeal to the boys who express their opinions and ask questions with welcome freedom. On the whole they have a good knowledge of the Scripture. What is, perhaps, of more importance, they are encouraged to think of the underlying principles and purposes, of the significance of the broad trends of Hebrew history and of the changes in ideas of human rights. Some written work is attempted and the standard is good. The work in the First Forms is proceeding satisfactorily. The Sixth Form have been given a double period to enable them to listen to the broadcasts in the Religion and Philosophy series, and to follow these with periods of discussion. These discussions are attended by three other Masters who are interested and by the Head Master when possible. Unfortunately, as this broadcast is given on a day other than those on which the Inspection took place, it was not possible for H.M. Inspectors to be present at this interesting meeting.

English

The greater part of the work in this subject is in the hands of three Masters, one of whom holds a temporary appointment in place of a member of the staff who is on leave of absence. Two other Masters have small assignments, and the Head Master takes six of the Forms for speech training. The senior English Master, a graduate of Leeds University, was appointed to the staff in 1919 and is now approaching the age of retirement. His principal assistant, a graduate of Cambridge University, was appointed in 1937. Both are good teachers, who communicate to their pupils their own interest in and love of the subject, as well as their proper regard for care and accuracy in the setting out of written work. In their hands, English is treated with a full awareness of its wider educational implications and with a constant effort to relate it to current issues and problems.

As is to be expected, the quality of the pupils' written work varies from Form to Form. With the abler pupils, particularly those in the 'A' Forms, there is much that is highly commendable; the writing is lively and vigorous, there is an interesting flow of ideas, and the general level of handwriting, spelling and punctuation is high. At the other extreme, the written work of the less able pupils reveals numerous deficiencies on the mechanical side as well as a paucity of ideas. It appears that, here and there, the English course book tends to regulate the kind and scope of the written work. Some thought might now be given to the question of adapting the work to the capabilities of the pupils, rather than trying to arrange that all pupils should work through the course at approximately the same pace.

The Head Master is aware of the importance of correct, pleasant speech and devotes a period each week to speech training with the four first year Forms, II A and III A. On the whole, the general standard attained in the School is satisfactory, but there are cases where the characteristic speech habits and solecisms of the locality reveal themselves with rather jarring prominence. Unremitting care by all Masters is desirable if, as the syllabus states, an intelligent interest in good speech is to be aroused and sustained.

The books available for class and private reading in the lower and middle Forms are not numerous, nor are they always entirely suitable for the particular Form using them. The question here arises of providing a range of books suited to the varying aptitudes and abilities of the pupils, books which will

help to establish and maintain standards of good writing and, at the same time, be of sufficient interest and merit to develop in the pupils the habit of reading with discrimination.

Work in the Sixth Form suffers from several handicaps. Pupils from the Lower and Upper Sixths now work together for four periods each week, which means that each Form has only two periods for itself. It was apparent during the Inspection that the combining of the two Forms was unsatisfactory, especially from the point of view of the pupils in Lower VI, who were clearly less mature and had read less widely than their fellows in Upper VI. Another handicap is the lack in the Library of modern poetry and fiction and good modern criticism. If these pupils are to be encouraged to read widely in the subject, they need to have the right books available. Allowing for the limitations mentioned above, the pupils work well and show a genuine interest in the subject. It has been possible to allocate to pupils in the Science and Economic Sixth Form two periods of English each week. These are taken by the Senior English Master, who devotes the time mainly to reading—reading in which poetry plays a commendably large part.

History and Economics

Responsiblity for these subjects is borne by a gifted Master who took a double First in the History Tripos. His influence pervades the teaching of the subjects throughout the Grammar Branch, especially the Fifth and Sixth Form work. He is assisted by two other Masters, each of whom is competent in his own sphere.

The system of options in operation this year is such that in the Fifth Form some boys begin an accelerated course in the subject, having five periods a week of teaching, while others who are not intending to offer it in any examination may continue it for one period a week. A third group elects for the Economics Course at this point and these boys abandon the study of History in its usual broad sense and concentrate on two aspects—" British Constitution " and " Economic History ". Two of these three groups are expected to offer the subjects of their choice at the Ordinary level of the examination for the General Certificate of Education at the end of their fifth year, and the History group are intended to sit for the Advanced level examination a year later. In order that this last may be done they offer, as nearly as possible, the same periods of History for both examinations, and this has a very narrowing effect on their studies which is only partly offset for some by a second year in the Sixth Form devoted to Scholarship work. The Economics group would probably do better to spend their Fifth Form year adding to their knowledge of general History, with no undue emphasis on the economic and constitutional side, either avoiding examination in this year or taking it in their stride.

In spite of these probably temporary organisational drawbacks the work is undoubtedly of a good standard. In the younger Forms interest is stimulated by lively teaching, and in the Fifth and Sixth the scholarship of the senior Master insensibly communicates itself through his presentation of topics. In consequence essay writing is commendably good, and outstrips what might have been thought to be the capabilities of some of the boys: the Master's comments are pertinent and stimulating. It is worthy of mention that some members of the Science Sixth find time to attend occasional History lessons, in addition to the broadcast lessons which are serving as a general course, and members of the History and the Economics group sometimes attend voluntarily lessons aimed primarily at the group to which they do not belong.

The state of the History section of the Library is unworthy of the teaching. Perhaps the most obvious need is for books which will appeal to the middle and lower Forms and which could, if the Library were not constantly in use for other purposes, be used by study groups from these Forms.

Geography

The course in Geography is based upon a well thought-out syllabus in which provision is made for teaching important aspects of physical geography and climatology through studies of the various continents. A study of the local area is included in the work of the First Forms. At this stage some elementary mapwork is done, but no further studies of maps are included in the syllabus until the Fifth Form stage is reached; the advantages of a more consistent training in the use and interpretation of maps was discussed as well as an amplification of the stated aims so as to bring them more into line with what is, in fact, being attempted in the course. The Master in charge of the subject gained First Class Honours in the Natural Science Tripos at Cambridge and he has also been awarded the degree of Ph.D. of London University. He has travelled widely and has engaged upon research in Geology and Archaeology. He is a lively teacher with a very good knowledge of his subject matter. He is assisted by a Master who holds the degree of B.Sc. in Economics of London University; his teaching is also scholarly and the content is good. A third Master takes the junior Forms, and his teaching is clear and interesting to the boys. Two periods a week are given to Geography in all Forms up to and including the fourth year, after which the time allocation increases to four or five for those who continue to study the subject up to the Ordinary or the Advanced level in the external examination. More time is needed in the fourth year to enable the staff to use their opportunities to educate boys rather than to teach them facts. There is no room in the School which is specially equipped for teaching Geography, and the Masters use ordinary classrooms that have little in them to suggest the kind of work that is going on. The rooms are too small, and the conditions appear to encourage the teachers to contribute most of the facts and impressions by word of mouth. Pending the changes which are anticipated for the School the staff could well do more to make their rooms reflect the boys' industry in geographical matters.

The boys in the lower Forms have learnt the basic work of the syllabus quite well and they respond well to the teaching. The standard of their written work and map-drawing, however, is not as high as might reasonably be expected. A good standard of work is being reached in the middle Forms. The work is comprehensive. The teaching is enriched by intimate details that give a more realistic picture than could be gained from a study of generalisations. Almost invariably the vivid pictures of human activity and physical conditions in various regions are contributed by the teachers, and while this experience has a high value for the boys other values which they are missing through the limitation of the techniques need to be considered. The boys' written work is largely their own independent and individual work; it is neatly presented, the content is good, and there is evidence that they make progress. The teachers' contributions to the Sixth Form work are on a suitably high intellectual level. The boys' work is comprehensive in scope, but lacks distinction. The work in all the upper Forms is hampered by the inadequacy of the reference material available for them.

Social Studies

For the slowest streams of the fourth and fifth years an attempt has been made to effect an integration of History and Geography which is called Social Studies. The broad aims of the course contain much that is highly desirable as aims of education in general, but it is not clear that the course in Social Studies has any unique contribution to make. It has been found in practice that the course lacks orderly development and from time to time involves the introduction of topics which, to be studied profitably, require a better background than the pupils at that stage possess. It has also resulted in a good deal of careful copying of material which the pupils can hardly be expected to understand. The Master in charge, a graduate in Economics and in History of the University of Wales, has wisely realised that these weaknesses exist and

he has already modified the work considerably. Further reconsideration will no doubt be given to the problem of how to meet the needs of the slower boys.

Modern Languages

The Modern Languages taught in the School are French and German. French is taught throughout the School; German from the second year onwards. Both languages are well established. The teaching is shared by six Masters, all well qualified for their work, and some of them indeed very skilful. The Masters who are responsible for French and German have now given this school excellent service for 33 and 34 years respectively. The Senior German Master is the School's Senior Assistant and serves as deputy to the Headmaster. A Master who teaches both French and German has had the advantage of a year's service in a German boarding school. All his classes are making good progress, and his teaching shows alertness and enthusiasm. One Master takes some Forms for Religious Instruction, but the greater part of his time is devoted to French. His lessons are based on a blend of traditionally thorough and systematic teaching with oral methods. He works extremely hard and exacts first-rate response from his pupils at all stages. Another, who teaches Latin and French, does much good work and is on pleasant terms with the Forms he teaches. He needs a little skilled help with his French accent. Lastly, there is a Master of German birth who came to this country as a boy and served later in the Royal Navy. He shows considerable ability as a linguist and a scholar and great potential capacity for teaching. He could best be helped to develop by an adjustment of his teaching programme and encouragement to get his pupils responding more wholeheartedly.

Generally speaking, the Modern Language teaching is good. The standard of work of the boys is at its best when the Forms are "setted" on ability, and it is a pity that this has not been possible this year for the French of the second year. Very satisfactory results have been achieved whenever extra time could be made available for the keener boys. Then the quality of both the speech and of the written composition goes ahead rapidly. The "accelerated course" is a good example of the success of the system. Good work of a different kind is also done in Forms V C and V D. In these classes the external examination is not aimed at; but interest in the non-academic aspects of language study is kept alive for cultural purposes, and the boys are encouraged to read for themselves.

The Sixth Form work is showing signs of sound development. At this stage the pupils have a good mastery of spoken French and German and can write fluently and accurately. Textual analysis is undertaken with great interest under the guidance of the Senior Masters and results in creditably thoughtful essay writing. Two junior assistants—one for French (a Viet-Namese) and one German—are rendering good services. Both have been made to feel that their help is valued.

The Modern Language section of the Library is a good one. A good gramophone would be useful.

Latin

Latin is taught mainly by one Master, an Honours graduate of the of the University of Wales. He is a good teacher whose interest in and enthusiasm for his subject are undimmed by the restrictive conditions under which he works. He is competently assisted in one Form by a young Master whose degree is in Modern Languages.

Boys in the second Forms have a choice between Latin and German, and a number rather smaller than a Form choose Latin. The range of ability is considerable. Boys who have made this choice usually continue Latin at least until the end of the Fourth Form, after which the numbers fall by about half. There is no provision at present, other than in the Sixth Form, for teaching Latin to those who did not begin it in the Second Form: provision might

reasonably be made for this at the Fourth Form stage. The scope of the work is restricted by the small allocation of time—four periods a year for four years. This neither gives scope for developing the full cultural value of the subject nor offers boys a really reliable prospect of passing the Ordinary level examination for the General Certificate of Education for which they are usually entered.

The syllabus is well drawn up. It envisages the use of a good course-book, which provides much material illustrative of Roman life. The introduction of more varied original Latin in the third year of the course will greatly add to its value, especially for those boys who go no further. The emphasis of the teaching is wisely directed towards translation from the language, and the boys in the Fifth Form showed the result of this in their reading proficiency. It might however be advisable to have more evidence, in the shape of carefully worked exercises, of their facility in composition.

The Sixth Form, both first and second year, are taught together except for one period a week, and with them are often found boys who are just beginning Latin. These conditions militate against good work. It is therefore the more pleasing to see that an exceptionally talented boy can still make very good progress and that for all the subject is treated in a more humane manner than is sometimes found. The necessity for wider reading than the prescribed books is already appreciated: still more needs to be done in this respect. There is the nucleus—nothing more—of a good classical library: unfortunately it is found necessary for the more valuable and useful books to be kept in the Senior Master's room.

Mathematics

The general aims of the course are to enable as many boys as possible to reach the standard, in five years, of Pure Mathematics (Alternative Syllabus) at the Ordinary Level in the examination for the General Certificate of Education and to provide opportunities for members of the Sixth Form to proceed to the Advanced and Scholarship Levels, in Pure and Applied Mathematics. The special group, consisting of the most able boys, offers Pure and Applied Mathematics at the Ordinary Level at the end of the fifth year, at the Advanced Level after a further year's study and at the Scholarship Level a year later. The slower boys who study Mathematics as a main subject take the Examination at the Advanced and Scholarship Levels after two years in the Sixth Form. The occasional boy of outstanding ability is given the opportunity of doing more advanced work. Special schemes are devised for the least able boys in the Fourth and Fifth Forms. These schemes vary from year to year according to the standards of the groups and the aims in view; in general the work is of a more practical nature than that attempted by the other boys in these two Forms, and the subject is not necessarily offered for external examination.

Mathematics is a Form subject for the first two years of the course. The boys in each of the third and fourth year-groups are taught in three sets, composed according to mathematical ability. In the Fifth Form there are five such sets, including the special group, 5 A, mentioned above. For the current year, this group is amalgamated with the first-year Sixth; at present the arrangement appears to be working satisfactorily, but it may not provide a permanent solution of a difficulty of organisation. Thirteen members of the Sixth Form, of whom five are in their first year of this Form, are studying advanced Mathematics. All except two, from the Arts side, belong to the Science Sixth. Six of them are taking Pure Mathematics only; the rest are studying also Applied Mathematics and are Science boys mostly in their second or third years. Three first-year members of the Sixth Form, one from each of the three sides, are doing work at the Ordinary Level.

Four members of the staff take Mathematics in all or the greater part of their teaching time; two more Masters have the work of one or two groups. The Senior Mathematics Master is an Old Boy of the School and he has a first

class Honours degree in Mathematics. He is a teacher of distinction, with boys of various ages, who keeps in touch with current mathematical thought and practice. A particularly pleasing feature of his work is the encouragement given to his pupils to take an active part in discussion; this helps the boys to widen their outlook on the subject. Though Mathematics formed part of the graduate courses of two other Masters, there is a lack of full experience of the subject in the team as a whole. This shows mainly in some failure to appreciate finer points of mathematical presentation and leads to uncorrected mis-statements by the boys in some Forms and sets. Some possible remedies were discussed with the Senior Mathematics Master during the Inspection. There remains much to praise in the teaching; the care taken in preparation, supervision and to ensure understanding by the boys, and the liveliness of much of the work, are a credit to the Masters.

The keen interest of the boys and the active part which they take in the lessons are impressive features of the work. Though, here and there, a few of the least gifted boys have some difficulty in making progress, the standard of achievement on the whole is good. The most able pupils make rapid headway and, in the Sixth Form, there is advanced work of considerable quality.

Science

The course includes elements of physics, chemistry and biology, and for Form VA and about half the boys in Forms V B and V C, it covers the requirements of the papers in General Science at the Ordinary level in the examination for the General Certificate of Education. For the rest of the pupils in the Fifth Forms the subject is continued as a general interest study. Science occupies only three and two periods a week respectively on the timetable of the First and Second Forms, but beyond this stage the time available is not inadequate in relation to the present objectives.

The five Masters who share the teaching include well qualified specialists in physics, chemistry and biology, and they have had a very varied background of teaching and industrial experience, but only one of them has been on the staff of the School for for more than four years.

There are two laboratories equipped respectively for general classwork in physics and chemistry, and three small laboratories, adequate only for relatively small groups of pupils, for advanced work in physics, chemistry and biology. The small biology laboratory, however, has to be used for full classes of third, fourth and fifth year pupils, and is then so crowded that individual practical work is almost impossible, and even demonstrations are difficult to arrange satisfactorily. Storage facilities, too, are relatively inadequate.

Practically all the teaching is on a specialist basis. This has two very unfortunate results. In the first place it means that an individual Master will very rarely meet a particular Form more than once a week and that the great majority of the boys are being taught by three different Science masters at any stage of the course. Secondly, in the absence of any Master with special responsibility for the organisation of the Science, the work tends to be regarded as a loose combination of individual subjects rather than as an integrated whole. If proper techniques of observation and recording are to be progressively developed it is essential to plan the presentation of the topics in more detail than is practicable with the present organisation of the department.

It is unfortunate that no facilities are available for a group of boys in the Fourth and Fifth Forms to begin a somewhat more detailed course of Science. The development of the technical bias in certain forms will call for rather more emphasis on physics than is so far evident, and the needs of the various groups will probably be better served by an organisation which makes it possible to study in the senior Forms either one or two subjects selected from physics, chemistry and biology. The Science Sixth is rather small for a metropolitan school, but it includes a substantial group of third year pupils.

The lessons visited during the Inspection were competently planned and

the boys were clearly interested in their work, but in some cases the presentation of the material did little to encourage careful thinking on the part of the abler pupils.

Art and Crafts

This subject is handled in a lively and imaginative way by the senior Art Master, who is himself an able practitioner and has now been for twelve years in the School. He has spared himself no pains in building up a varied and stimulating course which includes the writing and illustration of books, carving and modelling and a thorough study of lino-cutting in colour, as well as plenty of pictorial work from sight and from imagination. A feature in the whole of the work which is much to be commended is that the Art and Craft activities are so planned that those who feel that they have no special aptitude for Art can nevertheless gain a sense of achievement. Indeed, some of the boys in the School who find academic subjects very hard have found satisfaction in their Art lessons. There are flourishing Art Clubs for seniors and for juniors, and the older boys are taken to visit galleries. The senior Art Master's own teaching is confined to the Grammar Branch, where he is ably assisted by another member of the staff who takes the second and third forms in Art and teaches Geography and Nature Study. All in the Grammar Branch take Art up to and including the Fourth Forms. In the Fifth Forms about half drop out; most of the rest will take the subject in the external examination. A few boys in the Sixth Forms go to the Art room in school hours. It is understood that the Master keeps in touch informally with other older boys who are interested in the subject, but have no opportunity to continue with it as part of their regular work.

There is a fine studio in the Grammar Branch. When the time comes for the School to be enlarged further it is recommended that a series of Art and Craft studio-workshops, in number sufficient for the Forms that will use them, should be carefully planned and equipped. One of these rooms should serve for modelling, carving and pottery, and a kiln be installed so that all the stages of the latter craft may be thoroughly carried out. There is a nucleus of books with useful plates, and it is hoped that it will be added to as opportunity permits. It is suggested that some of the boys' own pictures might suitably be hung in the classrooms throughout the School.

Handicraft

Woodwork is taught by a qualified Master with twenty years teaching experience in Grammar and Modern Schools. He is a competent teacher who takes a broad view of the educational possibilities of his subject; his relations with the pupils are good, and he arouses their interest and enthusiasm. When he joined the staff two years ago the subject was in an extremely depressed condition, and there were stortages of timber and tools. With the support of the Authority these deficiencies have been overcome and the foundations of a suitable course have been laid.

All boys have a four year course of woodwork of two periods a week. Forms V D, IV C and III C visit the Technical Branch for technical drawing, metalwork and woodwork. Form IV C does no woodwork at the Grammar Branch, but V D and III C continue the course there. This division of teaching is undesirable if it can be avoided, and it might be better for the Master at the Grammar Branch to take the boys intending to offer these subjects in the external examination for all their drawing and practical work. Some pupils in Forms V B and C continue woodwork, but not as an examination subject.

The workshop which is on the lower ground floor is rather small especially for Forms of about thirty boys, and the effective area is further reduced by pillars which support the roof. Storage space is limited and there is nowhere to display finished work. Since this workshop will be needed in the future

Comprehensive School, it is hoped that the proposal to build a new wood store and to extend the working space by incorporating the present one will be carried into effect.

A detailed syllabus has been drawn up. Boys work from prepared drawings and now cover the preliminary basic course at a reasonable pace. Then they are offered a choice of jobs, but the existence of several different jobs in progress at the same time presents the Master with a heavy teaching burden in some Forms, and it might be wiser to defer this choice of work until a little later.

Time has been too short for the full realisation of the Master's aims, but the achievements are satisfactory and the outlook encouraging.

Boys have an opportunity to do some extra woodwork in a Club which meets after School hours.

Music

The musical teaching is in the hands of two Masters both of whom have responsibilities in the Geography department. Much enthusiasm is evident among staff and boys throughout the School. Serious thought is given to the aims and methods of achieving them both in the classroom and in the numerous voluntary musical activities.

During the first two years Forms receive two weekly periods of Music. The third and fourth year Forms have only one period; thereafter no formal tuition is given. Among the senior boys, therefore, only the small proportion of enthusiasts experience any music making. The existing staffing arrangements do not make possible any advanced musical instruction.

Singing, voice training and music reading form the substance of the teaching in the first two years. Particular attention is given to good vocal tone, diction and the development of ability to hear and sing sounds of varying pitches. This work might be associated more directly with song and instrumental repertory. Emphasis during the following two years is placed on listening to music. Good examples are played on gramophone and pianoforte, but a more lasting and vivid effect on the pupils would result from opportunities for more active participation in these lessons.

The voluntary service of many members of staff encourages the pupils to make music in a number of ways. Choirs are organised and conducted by the boys in the annual Eisteddfod. The School choir meets regularly both sectionally and as a full choir to study madrigals, cantatas and other interesting music. The string orchestra, supported by five members of staff, studies a variety of suitable and adventurous works. Points of teachnique are dealt with incidentally, and a good standard of performance is aimed at. It would be valuable to give greater attention to detailed planning of rehearsals allowing for some regular reading at sight, a short period of concentration on new work and revision of old. Sectional rehearsals are essential.

Some thirty-six boys receive class tuition on stringed instruments from the voluntary services of full-time members of the staff or from visiting teachers on the Authority's panel.

Although the majority of lessons take place in one classroom no attempt has yet been made to bring the musical life to a focus by having musical apparatus constantly available. The electric gramophone has to be transported from the Hall when needed. Miniature scores, books of reference and gramophone records are not accessible; nor are any pictures of musicians in action displayed on the walls of the room.

Instruments in this section of the School have been provided entirely from school funds.

Physical Education

The indoor facilities for Physical Education consist of a fully equipped gymnasium with an adjoining changing room; there are no shower-baths, and the storage accommodation for apparatus is inadequate. The outdoor facilities

include a small playing field, two courts for fives and one for basket-ball, and a swimming bath which is available for use during the summer months.

The scheme provides for gymnastics, games, swimming, athletics and cross-country running. There are also voluntary clubs for gymnastics, boxing, fencing and basket-ball. The First Forms have two periods weekly for gymnastics and the Second and Third Forms have one period, in addition, all Forms have a double period for games. This is not an over-generous allowance of time for Physical Education.

In the gymnasium the boys work with vigour and a creditable standard of performance has been achieved. More attention might, however, be paid to the development of good quality in movement and to the improvement of gymnastic skill. A Master who joined the staff in 1947 is responsible for most of the teaching of gymnastics; he is a keen and competent teacher, who by his personal example, interest and enthusiasm has secured the whole-hearted co-operation of the boys. Another Master who has had considerable experience of the teaching of gymnastics takes several periods weekly; he is a good teacher and the manner in which he continues to take an active interest in various aspects of Physical Education is most commendable.

Much thought has been given to the organisation of games, swimming and athletics, and sound schemes of coaching have been introduced. Several Masters are actively concerned in this work, to which they voluntarily give a considerable amount of time.

GENERAL SCHOOL ACTIVITIES AND CORPORATE LIFE

Approximately 390 boys have the mid-day meal which is served in the hall in a continuous cafeteria system. The time factor and the numbers to be accommodated prevent a more formal arrangement. The system works smoothly and the boys appeared to enjoy the meal. Quantities are varied to suit individual requirements and the amount of waste is low. The cook-supervisor is keenly interested in the welfare of the Branch and gives willingly of her time for many additional functions. More oven equipment is needed to enable the menu to have greater variety and to increase the portions of certain dishes.

The readiness with which the staff give of their time is a noteworthy feature of the Branch and this is reflected in the numerous and flourishing clubs and societies which include a choir, an orchestra, debating, historical, astronomical and radio societies and art, photographic, woodwork, chess, stamp, record and railway clubs. The older pupils meet those of other Schools in several inter-school discussion groups. A play is successfully produced each year and the Branch has a good record in games and athletics.

There is a House system with four Houses, each of which is divided vertically into four secrtions which are known at tutor sets. Each of these sets is under a Master who is responsible for the welfare of the boys in his set. He has the duty of getting to know his boys and their parents, keeping the detailed and confidential School Record Card and of dealing with registration, dinner money and the issue of stationery. Tutor sets meet at the beginning of each morning and afternoon. The Tutor is assisted by one or more set prefects who help him in a variety of ways. Unless a set prefect is also a School prefect his authority is limited to his own set. The four Tutors in each House are under the general direction of the House Master. This scheme has now worked well for many years.

Other features of School life are the Annual Eisteddfod and Hobbies Exhibition. Items for this must be prepared by the boys without the assistance of the staff and include vocal and instrumental Music, drama, choral and public speaking and literary composition. A magazine, the Link, is produced each term. Since 1946 the School has undertaken a series of tasks for UNESCO, and in connection with the gift coupon scheme an Arab School at Agabet has been adopted. There is an active Parents' Association which has existed for

twenty-one years and an Old Boys' Association. The Branch has benefited in various ways from the activities of these associations, and the latest gift has been the Proscenium which was a Festival Year Commemoration gift.

Educational visits are made, and the "Week in Industry" which is arranged for the senior boys during the summer term after the external examination has been held is a valuable and interesting feature.

The boys move about the premises in an informal, but orderly manner and they are friendly and responsive in class. Although attention is paid to speech training, the speech of the boys is not good, and it is important that all Masters should play their part in trying to improve oral expression and refuse to accept bad speech and slovenly expressions.

PART 2

TECHNICAL BRANCH

PREMISES AND EQUIPMENT

This Branch occupies an old two-storey building erected by the London School Board in Garratt Lane. The Authority is to be congratulated on the effort which has been made to make the premises bright and cheerful by redecoration. It is not intended to dwell upon the deficiencies of the building for its present purpose, since its use is admittedly a makeshift arrangement for the period between the loss of the former premises in Merton Road and the occupation of the proposed Comprehensive School premises in Sutherland Grove. Since some of the workshops are about half the normal size, care should be taken to ensure that there is no congestion which would constitute an element of danger to the boys who use them. It is hoped that the work on the new workshop for Painting and Decorating will soon be completed.

LIBRARY

The books, amounting to about 1,000, are kept in cupboards in a corridor, there being no room which could serve as a Library. Two grants, each of £100, from the Authority have helped to build up the stock, which has been supplemented by gifts of books from pupils. The Library is used mainly as a lending library and is open during the mid-day break for the issue and return of books. If, as seems to be implicit in the Authority's policy, this Library and that of the Grammar Branch are ultimately to merge, the time has now come for the two Branches to act in concert as regards both the purchase of books and the classification and cataloguing of the general stock. Much time and labour will be saved if this work is put in hand as soon as possible.

STAFF

The Head Master delegates much of the responsibility for the routine organisation and running of the Branch to the Master in charge, who has given freely of his time and energy in his efforts to overcome the many difficulties which have faced him since he was appointed. The Branch is generously staffed, but while the Masters are able to give technical instruction, on the arts and general education side there is some doubt as to how far they could undertake exacting work with relatively able boys. As teachers they do not form a strong team. Twelve Masters receive special responsibility allowances, which vary from £50 to as much as £175 for the responsible Master in charge of the Branch.

ORGANISATION, CURRICULUM AND STANDARD OF WORK

All boys in their first two years follow a common course which includes Religious Instruction, English, History, Geography, Mathematics, Science, Art, Physical Education, Technical Drawing and Workshop practice in the four crafts of Carpentry and Joinery, Painting and Decorating, Plumbing, and Bricklaying. No Music is included in the curriculum. At the beginning of the third year two Forms have a craft or trade bias and devote additional time to Workshop practice in one selected craft. Two Forms continue with a more general course, and the one which contains the abler pupils provides an increasing number of entrants for the external examination at the Ordinary level. A few boys stay on for the whole or part of a fourth year in order to qualify for continued education in the senior courses at the Brixton School of Building. One pupil, recently transferred to the Sixth Form of the Grammar School Branch, reached University entrance standard.

At present the proportion of time devoted to Science and Mathematics is low and that to Technical Drawing high for a school which aims at providing a well balanced secondary technical course. Forms 5 TA and 5 TB spend eighteen out of thiry-five periods on specialist instruction, to the detriment of their general education. Some of this specialist instruction is not well given and the content of the curriculum for these pupils needs reconsideration. Care should be taken to ensure that the single period set aside for Religious Instruction in the Fifth Forms is not used for other purposes. Details of the standard of work will be given in the subject sections of the report, but generally it may be said that the standard is not high in the trade subjects in spite of the amount of time devoted to them.

Religious Instruction

A syllabus based upon the London Agreed Syllabus is in use. The Master in charge of the Technical Branch of the School takes personal responsibility for the oversight of this subject. No Master has any special qualification for taking Religious Instruction, and the teaching is shared by several members of the staff. Three Forms go to the Grammar Branch premises each week to be taught by the Master in charge of the subject there. One period per week is allotted to this work, but for three of the Fifth Forms this single period is used on all occasions, except those when playing fields are unusable, for travelling to Raynes Park. Thus it may happen that for something like two thirds of this small allocation of time no Religious Instruction is given. This unsatisfactory arrangement was fully discussed at the Inspection. Those lessons which were seen consisted of little more than reading round the class or some attempt at dramatisation. The pace was slow, and little interest was displayed by the boys. They are clearly ready to respond to more enterprising teaching.

English

Most of the work in the subject is in the hands of a Master, a graduate of Oxford University, who was appointed in 1949. The Master in charge of the Technical Branch also takes a little English; and boys from the Upper Forms are taken by Masters on the staff of the Grammar Branch.

The general problem has two aspects: how to bring home to the pupils a realisation of the value of a sound command, both in speech and writing, of their own language, and how to encourage them to read books of something more than ephemeral interest. In connection with the latter point, the books at present available seem, for the most part, to be unsuitable for pupils of the ability and general background of these boys. On the former point, it seems desirable to relate the spoken and written work of the pupils as closely ae possible to their work in the trade subjects. There is no easy solution, but it does appear that a formal linguistic approach will not achieve the best results.

History

In the Technical Branch the picture is far different from that of the History in the Grammar Branch. There was little time during the Inspection to see the work here. It was, however, apparent that in spite of the evident interest of the Master mainly responsible, these boys were only having a very attenuated course in History, arbitrarily restricted to certain sides, while the written work of even the best groups was in many cases so poor that it posed the question of whether the boys should not have been given something rather different.

Geography

All the work in this Branch is taken by a keen young Master who has graduated B.Sc. in Economics at London University. A large but awkwardly shaped room is used for all the lessons in Geography. Equipment is inadequate, but it is understood that steps have already been taken to rectify this. Two periods a week is the maximum time allotted to this subject, and two trade Forms have only one. The weaknesses of the existing arrangement were discussed during the Inspection.

The syllabus is drawn up as a concentric plan that seeks to focus attention both on the local area and on the more important areas of topical interest. It seeks to convey impressions of the oneness of the globe and to consider the "unifying possibilities of modern transport". The motives behind this carefully thought-out syllabus are both laudable and apt, but the attempt to consider current events in the final year needs to be reviewed, as it presupposes historical knowledge and a critical faculty which the boys can hardly be expected to posses.

The work on the whole is fairly good. The teaching is interesting, and the response from the boys is encouraging. More individual written work could probably be done by some Forms, particularly 3A, but what is done is generally factually sound; the range of sketch maps is good, and the boys plot statistics. Some field classes have been held in nearby areas which have a special geographical interest, and a Geological Society which is run for the boys shows promise. Many aspects of the work could benefit from a closer link with the Grammar Branch.

Mathematics

The syllabus is intended to cover a three-year course in arithmetic and algebra, with some elementary trigonometry in the later stages, to meet requirements in Science. The scheme of work for the first year is the same for all the boys, and the aim of the early part of it is to ensure a thorough understanding of fundamental rules. In the second year, Forms 4TH and 4A follow a more ambitious scheme than 4B and 4C, and similar differentiation occurs in the third year between 5TH and 5GA on the one hand and 5TA and 5TB on the other. The preface to the syllbus contains some admirable suggestions for the conduct of the work, though one or two of the ideas expressed therein are debatable. The general intention is that the treatment shall be largely inductive, but many of the items in the schedule give little or no indication of a realistic approach. A course of geometry, consisting mainly of mathematical constructions, is regarded by the School as a practical subject and is taken by several of the craft teachers.

Two Masters are concerned principally with the teaching of Mathematics; a third Master has a little work with two first-year Forms. They present the subject matter clearly and carefully and are very patient with boys who are in difficulties. Though some good simple illustrations are used, the treatment of the work is too academic, and some of the exercises are too complicated, particularly for the less able boys.

The boys give the work their full attention and are genuinely anxious to learn. The exigencies of the course and the degree of abstract reasoning

involved are, however, too much for many of them to cope with successfully. As a result, much of the oral and of the written work is inaccurate and is poorly presented, and only the ablest boys can be said to be making fair progress.

Science

In practically every Form five periods a week are timetabled for Science, including mechanics. When it is remembered that the boys enter the School with no common background of knowledge of elementary Science, that the incidence of early withdrawals limits the planned length of the course to eight terms, and that whilst some boys attempt the physics papers in the examination for the General Certificate of Education all require the inclusion in the scheme of those branches of the subject which have a particular significance to the building industry, it is obvious that the task facing Masters and pupils is an extremely difficult one. It is hard, however, to understand the complete exclusion of electricity and magnetism whilst topics such as 'the inert gases and their uses' can find a place. It is suggested that this syllabus is too ambitious for many of the pupils on anything like the present allocation of time, and the preparation of a simpler and less crowded scheme, with a more obvious progression of difficulty as the course proceeds, is recommended. Even the most able pupils are unlikely to succeed in the external examination unless more time is made available.

Two laboratories are now in use, and the equipment is not unsatisfactory. Of the two Masters who share the teaching, one joined the staff in a temporary capacity only a few weeks before the Inspection. The other, who has been in charge of the subject for some years, is a teacher of considerable natural ability with a lively interest in his work, and with a less formidable objective can be expected to achieve satisfactory standards. He has recently introduced a course of aeronautics as a voluntary out-of-school subject for a few of the third-year pupils, and the performance of the first group of entrants in the papers in this subject in the examination for the General Certificate of Education last year was highly satisfactory.

Art and Craft

The boys in the Technical Branch are taught by a part-time artist whose activities are sympathetically directed by the senior Art Master. Admirable work is done of a kind that is well suited to the aptitude of these pupils. While by no means lacking in imagination, it is characterised by a more considered and careful technical approach than that adopted for the Grammar Branch boys, and the contrasts are interesting. It is to be hoped that, as time goes on and the whole School becomes more firmly integrated, the different styles will react favourably on one another. If a comprehensive exhibit of the Art of the Grammar and Technical Branches were held in the School for all to enjoy, it might well prove stimulating at the present time. The Art Room in the Technical Branch is large enough for the numbers now dealt with.

BUILDING SUBJECTS

These form the group of subjects which identify the Technical Branch with Building in general, and some years ago identified it with the Brixton School of Building in particular. At that time, when the Branch was in close co-operation with the senior college at Brixton, the Building subjects formed a well co-ordinated and vital educational experience for pupils who were carefully chosen by competitive entry as being well suited to benefit from this form of education.

Since then standards have steadily declined, both in the quality of the pupils admitted, the suitability of the curriculum, and the vigour of its presentation. The stage has now been reached when a re-examination of this body of work would be beneficial, particularly if the issues are faced frankly and resolved on rational lines. This may be expected to result in a simlified technical curriculum, trimmed of some of the time-absorbing craft drills and of

unprofitable experiments in architectural draughtsmanship; and in an emphasis directed towards examination of the scientific and logical reasoning inherent in Building studies. A broader concept of Building as a central interest offering opportunities for study in a wide range of subjects, may help to release the instruction from its present tense condition.

The deterioration in this section of the work during the past few years is not unrelated to the change of premises and consequent difficulties caused by overcrowding and unsuitable furnishing. Drawing classes both for Building and for Architectural Drawing are far too large, and the consequent congestion precludes the performance of good individual work or the establishment of acceptable standards. In some rooms used for this purpose the furniture is unsuitable, and throughout there is a marked deficiency of good visual material. The indifferent conditions operating in drawing studios and workshops have been accepted as the standard to be expected from performance in class.

If a reorganisation of the technical subjects is undertaken and results in a gain in time for other subjects, the merits of Land Surveying as a subject in a course of this kind might be considered.

Building Drawing

Progress in this subject is slow; this is largely due to the nature of the projects undertaken, which imitate the kind of problems studied in senior Building courses. Simpler tasks which can be fully explained to and understood by the pupils would result in more presentable drawings and give the pupils more useful experience. The instruction is shared by too many teachers, most of whom do not have special qualifications for this particular subject. The lack of visual material has already been referred to. This could readily be made good for this subject by obtaining the support of professional offices in the district to supply architects' drawings of housing schemes and other domestic buildings, and using this material as the basis for project work. It might have the great advantage that pupils could visit the completed buildings and see for themselves the relationship between them and the working drawings.

Architectural Drawing

In the form in which it is presented, it is difficult to appreciate why this subject has a place in the curriculum. The copying of examples prepared by the teacher can occasionally be a useful task for the pupil, but the responsibility for inculcating a perception of artistic excellence and supporting this by example is one not to be undertaken light-heartedly.

The time devoted to the subject could be more usefully employed on additional periods of freehand drawing and sketching, or on building drawing to a revised syllabus.

Building Notes

Normally this forms part of Building drawing studies, but in this School it is treated separately, for reasons which are neither clear nor convincing. It is recommended that the periods be merged with general Building studies and thus provide a more efficient and realistic approach to the subject and incidentally effect an economy in teaching time.

Craft Instruction

This is available in the four basic Building trades of Carpentry and Joinery, Bricklaying, Painting and Decorating, and Plumbing. Of these, the two first-mentioned follow relatively narrow craft syllabuses with good results within the limitations imposed, whereas the other two trades are equally well taught but with greater flexibility and emphasis on the underlying cause and effect.

Practical work in all four crafts is hampered by the congested conditions and inadequate size of the workshops. The additional space about to be offered for Bricklaying and Painting and Decorating may alleviate, but will not

remedy, the situation. Indeed, the only way open appears to be to reduce the size of the classes by half and reduce the time allowed for workshop instruction proportionately. The time now devoted to this is excessive in any case.

Classes in Craft Theory are taken separately from the workshop periods, thus following the method set down in the handbook for Building Subjects issued by the City and Guilds of London Institute, for the guidance of senior colleges. There is little advantage in following this method for studies at the secondary level, and in fact the separation into different classes of the two aspects of the same subject can be very misleading to pupils of the age groups represented. There is need for much closer correlation of the studies undertaken in the workshops with those in the drawing studios and the laboratory. Projects could be introduced providing a sequence of related studies terminating finally in the production of three-dimensional exercises in the workshops, the whole providing a creative experience for the pupil by which he can discover his latent ability and aptitudes.

Music

The 317 boys in the Technical Branch receive no formal musical instruction, there being no member of staff qualified for this or even for accompanying hymns at morning assembly. Until recently a small brass band functioned in connection with the Air Training Corps, and it is hoped to revive this during the present term. A violin class has been organised voluntarily by a member of the staff. This is to be supplemented by a further class under the direction of another member of the Authority's panel.

Physical Education

In spite of the very limited facilities, everything possible is being done to give the boys a sound Physical Education, and a comprehensive scheme has been introduced. A small hall, which is equipped with portable gymnastic apparatus and climbing ropes, is used for gymnastics, and a cloakroom has been converted into a changing room; there are no shower baths. For games the boys travel to Raynes Park, and during the summer months visits are paid to the Wandsworth Baths for swimming. There are also voluntary clubs for boxing and fencing.

The Master responsible for the teaching of gymnastics is a conscientious and hard-working teacher, and the average level of performance reached by the boys is satisfactory. The approach to the work is rather formal, and more consideration might be given to the varying needs and abilities of individual boys.

Several members of the staff are actively concerned in the coaching of games, swimming and athletics, and much good work is being done.

GENERAL SCHOOL ACTIVITIES AND CORPORATE LIFE

Approximately 180 boys stay for the meal, which is served in two sittings in the hall of the Gertrude Sanson Primary School. On the day of the Inspection the control of the boys who were waiting to be served was disappointing. Considerable difficulties arise from having three sittings in the Infants' hall, and the present arrangement cannot be regarded as satisfactory.

The Branch is divided into four Houses, and a system of tutor sets is also in operation. Games and Athletics flourish and a variety of clubs and societies provides the boys with opportunities to pursue hobbies and other interests. The Branch has an Air Training Corps Squadron which has been in existence since 1942. A camp is held annually during the Easter vacation; cadets go to the Royal Air Force station at Redhill for training, which includes flying experience.

Educational visits are made to factories and exhibitions in connection with the building trade: occasional visits are made to the theatre, and some

field work is done in Geography. School camps were held in 1951 and 1952, and foreign travel has been undertaken in the summer holidays to Switzerland and to the Rhineland.

An Old Boys' Association was started in 1950 and is now established after overcoming initial difficulties that were due to the transfer of the Branch to Garratt Lane. The Parents' Association is an active help to the Branch; it has provided a copy of the fourteenth edition of the Encyclopaedia Britannica and defrays about half the cost of the Magazine.

The services of a School bus enables the TH Forms and one other Form to have two half-day sessions a week at the Grammar Branch premises for English, Religious Instruction and Physical Education. All boxing is at present carried on at Garratt Lane, cross-country teams are fielded by both Branches jointly, and the Technical Branch Air Training Corps is open to Grammar Branch boys but few have joined it. Staff meetings of both staffs have been held jointly, and there is a slight interchange of Masters between the Branches. The social organisation of the Branch is being built upon lines parallel with that of the Grammar Branch.

PART 3

GENERAL CONCLUSION

The Grammar Branch of the School has been securely re-established since the war; it has strengthened its traditions and it is offering its pupils a full and varied school life. The work is generally satisfactory and in a number of subjects a good standard is reached. The Technical Branch is, of course, new; its progress has been handicapped by a change of premises and by their remoteness from the Grammar Branch. Work of promise is beginning to develop in a few subjects and a pleasing feature is the growth of a healthy corporate life. There is evidence of this in the interest shown in games and in the increasing number of clubs and societies. Some reconsideration of the content of the curriculum and of the teaching methods is necessary. There is at present little integration or even contact between the boys and the staff of the two Branches of the School. There are obvious difficulties in the way, but in preparation for the future development of a Comprehensive School on the Grammar Branch site, it is desirable to take more positive action to foster co-operation.

APPENDIX

Numbers and Ages of Boys in Forms

1. Grammar Branch

Form	Total No. of Boys	Average Age		Number of Boys in the Grammar Branch whose ages on 31st March, 1953, 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
		Y.	M.								
I D	27	11	10	16	11	—	—	—	—	—	—
I C	29	12	0	13	16	—	—	—	—	—	—
I B	29	12	0	7	22	—	—	—	—	—	—
I A	31	12	1	9	22	—	—	—	—	—	—
II C	32	13	2	—	7	24	1	—	—	—	—
II B	33	13	0	—	9	23	1	—	—	—	—
II A	33	13	1	—	7	25	1	—	—	—	—
III C	32	14	1	—	—	12	19	1	—	—	—
III B	32	13	11	—	—	13	19	—	—	—	—
III A	32	14	0	—	—	11	21	—	—	—	—
IV C	19	15	0	—	—	—	8	10	1	—	—
IV B	31	15	0	—	—	—	12	18	1	—	—
IV A	30	14	11	—	—	—	15	15	—	—	—
V D	14	15	9	—	—	—	—	11	3	—	—
V C	22	16	3	—	—	—	—	6	13	3	—
V B	32	16	1	—	—	—	—	13	15	2	2
V A	31	16	0	—	—	—	—	12	18	1	—
L VI	18	17	1	—	—	—	—	—	7	10	1
U VI	15	18	4	—	—	—	—	—	—	3	12
Totals	522	—		45	94	108	97	86	58	19	15

APPENDIX

2. Technical Branch

Form	Total No. of Boys	Average Age	Number of Boys in the Technical Branch on 31st March, 1953, were:—				
			13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and under 18
		Y. M.					
3D	29	13 11	12	17	—	—	—
3C	28	13 11	13	15	—	—	—
3B	31	13 11	15	16	—	—	—
3A	33	13 10	13	20	—	—	—
4C	30	14 11	—	18	12	—	—
4B	31	15 0	—	18	13	—	—
4A	30	15 0	—	13	17	—	—
4TH	30	15 1	—	11	19	—	—
5TB	17	16 0	—	—	6	11	—
5TA	15	16 1	—	—	6	9	—
5GA	14	15 10	—	—	10	4	—
5TH	27	16 3	—	—	8	16	3
6	4	17 0	—	—	—	2	2
Totals	319		53	128	91	42	5

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