

BOARD OF EDUCATION.

WHITEHALL, LONDON, S.W.

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REPORT OF INSPECTION

OF

BORDEN GRAMMAR SCHOOL,

BORDEN,

KENT;

HELD ON

13 and 14 October, 1914.

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**Inspectors.**

MR. A. F. BUTLER, H.M.I.

MR. F. B. STEAD, H.M.I.

MR. R. W. WHITE-THOMSON, H.M.I.

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## KENT : BORDEN GRAMMAR SCHOOL.

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### Organisation, &c.

1. THE SCHOOL has been in receipt of Grants under the Board's Regulations for Secondary Schools since 1 August 1902, and was last fully inspected in October 1910.

2. INSTRUMENT OF GOVERNMENT :—A scheme under the Charitable Trusts Acts made 13 August 1909.

3. CONSTITUTION OF GOVERNING BODY :—

The Governing Body consists of 13 persons, viz :—

11 Representative Governors appointed—

Three by the Kent County Council,

One by the Sittingbourne Urban District Council,

One by the Milton Regis Urban District Council,

One by the Sheerness Urban District Council,

One by the Sheppey Rural District Council,

Two by the Trustees of William Barrow's Charity,

One by His Majesty's Justices of the Peace for the Sittingbourne Petty Sessional Division,

One by the Senate of the University of London; and

2 Coöptative Governors.

4. HEAD MASTER :—W. MURDOCK, M.A. (Oxon.).

5. NUMBER OF ASSISTANT STAFF :—6 : Regular, 4 ; Occasional, 2.

6. FEES (YEARLY) :—

—	Under Scheme.	In practice.	Extra Fees.
Tuition -	6 <i>l.</i> to 10 <i>l.</i>	Under 12 years of age - - 8 <i>l.</i> Over 12 " " " 10 <i>l.</i>	Games 7 <i>s.</i> 6 <i>d.</i> (voluntary).
Boarding -	Not more than 45 <i>l.</i>	30 <i>l.</i>	

7. GRANTS RECEIVED from the Board of Education and from Local Authorities in the year ended 31 March 1914 :—

From the Board of Education - - - - - 322*l.*  
(including 30*l.* on account of Pupil-Teachers).  
From Kent County Council - - - - - 100*l.*

8. TOTAL NUMBER OF BOYS (all Day Scholars) on 31 January in each of the last five Years :—

1910.	1911.	1912.	1913.	1914.
60	55	72	73	75

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### Statistics of Pupils.

#### 9. ACTUAL FIGURES at date of Inspection :—

(a) Total Number of boys (excluding 1 Pupil-Teacher), 79 (all Day Scholars).

(b) Distribution of boys according to their age on 31 July 1914 :—

Under 9.	9 and under 10.	10 and under 11.	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.	Total.
4	1	—	9	21	20	13	7	2	2	79

(c) Distribution of boys according to Forms (beginning at the lowest) :—

Form	II.	III.	IV.	V.	VI.	VIA.
Average age	Y. M. 10 11	Y. M. 12 3	Y. M. 13 7	Y. M. 13 8	Y. M. 14 11	Y. M. 16 5
Number	12	23	17	14	9	4

#### 10. NUMBERS based on Annual Returns :—

(a) Age, on admission, of boys admitted during the two School-Years 1912-13, 1913-14 :—

Year.	Under 10.	10 and under 11.	11 and under 12.	12 and under 13.	13 and under 14.	14 and under 15.	Total.
1912-13 - - -	—	4	11	6	2	2	25
1913-14 - - -	2	4	5	4	6	3	24

(b) Leaving-age of boys over 12 who left during the three School-Years 1911-12, 1912-13, 1913-14 :—

Year.	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 under 19.	19 and over.	Total.
1911-12 - - -	1	1	2	4	4	—	—	1	13
1912-13 - - -	1	1	6	4	1	1	1	—	15
1913-14 - - -	2	3	4	9	4	1	—	—	23

#### 11. PERCENTAGES based on Returns for School-Year 1913-14 :—

(a) Class in life from which boys are drawn :—

	Percentage.		Percentage.
Professional - - - -	22	Public Service - - - -	13
Farmers - - - -	13	Domestic Service - - - -	3
Wholesale Traders - - - -	4	Artisans - - - -	19
Retail Traders and Contractors	19	Labourers - - - -	1
Clerks and Commercial Agents	5	No occupation given - - - -	1

(b) Areas from which boys are drawn :—

	Percentage.		Percentage.
Borden - - - -	7	Rest of Kent - - - -	93

## KENT: BORDEN GRAMMAR SCHOOL.

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### NATURE AND SCOPE OF SCHOOL.

There has been a small but steady increase in the number of pupils since the date of the second Full Inspection in October 1910. There were then 57 Secondary pupils proper, and there are now 79. There are still no boarders, and the supply of Pupil-Teachers has fallen from thirteen to one.

Of the 79 pupils, 14 are under 12, 61 between 12 and 16 and 4 over 16. The number of those who have come from Public Elementary Schools is 65.

The gradual increase in the total of pupils is in itself satisfactory, but, in view of the fact that the Sittingbourne County School for girls is able to draw no less than 105 pupils from the town and the immediate neighbourhood, it would seem reasonable to expect that, without counting the score of boys who come from Sheerness, at least a hundred local pupils should be in attendance at this School.

A further increase in numbers would justify an increase in staff, would make better provision possible for the needs of the most advanced boys, and would thus tend to raise the average leaving-age as well as the length of school life.

### FINANCE.

An examination of the accounts submitted for the period between April 1, 1911, and March 31, 1914, shows that during the three years in question there was a loss on working of 77*l.* 11*s.*, almost the exact amount of the adverse balance existing at the end of the third financial year.

The number of pupils rose during the three years from 70 to 78, and the average yearly income per pupil was 17*l.* 6*s.* of which approximately 7*l.* 16*s.* came from fees, 3*l.* 7*s.* from endowment, 4*l.* 8*s.* from the grants of the Board of Education, and 1*l.* 16*s.* from the Local Education Authority.

The expenditure during the same period averaged 17*l.* 13*s.* per pupil, and of this sum just over 12*l.* was spent on salaries.

The unsatisfactory state of the school finances is partly due to the fact that the County Council reduced their grant by 50*l.* in the third year, but, unless there is a material increase in the income from fees, the Governors will find it difficult, even if the County grant reverts to 150*l.*, to find money either for any increase of salaries, or for any material improvement in the equipment, after undertaking the necessary repair and redecoration of the building.

### SCHOLARSHIPS AND EXHIBITIONS.

The number of pupils who are totally exempt from payment of fees is 34. Of these 19 hold Junior, and four Senior County Scholarships, and 11 hold Free Places awarded by the Governors.

In addition to these, 17 pupils have been admitted at half fees on the result of the Free Place Examination.

### PREMISES AND EQUIPMENT.

The premises are much as they were on the occasion of the Second Full Inspection, and there is urgent need of redecoration, and, in part of the building, of cleaning and ordinary repair.

Of the improvements suggested in the Report of that Inspection, the conversion of the lecture-room into an ordinary classroom has been effected, some additional equipment has been provided for the teaching of geography, and steps have been taken to establish a reference as well as a lending library. The heating apparatus appears to work more satisfactorily, but nothing has been done to improve the ventilation of the classrooms.

The teaching accommodation is just sufficient for the present number of pupils, but the hall is used by the boys of Form VI<sub>A</sub>, who work largely by themselves, as well as by another Form. Provision could easily be made for a larger total of boys and Forms by converting part of the useless dormitories into class-rooms.

At the time of the Inspection, owing to exceptional circumstances, the School was unable to use the large dining-hall for any purpose, and the unusual amount of traffic in the covered playground and the passage leading to the dining hall made it impossible to keep these parts of the building clean.

#### STAFF.

The Head Master has held his present post for eight years. Reference was made to his work and qualifications in the Report of the Second Full Inspection.

The assistant staff consists of four regular Masters and two visiting teachers who are responsible respectively for class singing and manual instruction.

Two of the regular Masters are graduates, and all have had previous experience. The two younger men who were appointed last year show considerable promise as teachers, and in view of the comparatively low salaries that they are able to offer, the Governors are fortunate to have secured so efficient a staff.

Their number, although as large as the School finances will allow at present, is not sufficient to deal adequately with six Forms, and the share they take in supervising and correcting the work of the most advanced boys falls on them out of school hours.

Their salaries, including allowances for board and lodging, reach the low average of 142*l.* 10*s.*, in spite of the fact that the two Senior men have already reached the maximum of the scale.

#### CURRICULUM AND ORGANISATION.

The School is divided, as it was in 1910, into six Forms. The lowest of these, consisting of 12 boys whose ages range from 8 to 13, is extremely difficult to teach effectively as a single class. The remaining Forms are much more homogeneous, but the highest group of four boys, who are all capable of advanced work, is, owing to the small number of the staff, practically outside the normal school organisation. It is doubtless very hard, without an increase of staff, to do full justice here to these really promising pupils, but, unless better arrangements can be made in future for their progressive instruction, it would be to the interest of the boys to transfer them during their last year to some other school where provision is actually made for work of an Intermediate standard.

This School, under existing conditions, is well able to bring boys up to matriculation standard, and the results recently attained in the Oxford Senior Local Examination have been very creditable to all concerned.

#### SUBJECTS OF TEACHING.

##### *English Language and Literature.*

A straightforward course is provided, and the books chosen are suitable with the exception of "The Cloister and the Hearth," which has been found too difficult for Form IV. The boys have to write on well-chosen subjects, and their exercises are carefully corrected. Form V are not very fluent. The Sixth reach a much higher standard.

##### *History.*

Sound work is done in History. The equipment is poor, there being few good books of reference, and no historical atlases or diagrams. A careful lesson was given to the Sixth Form on the Foreign history in connection with Henry VIII. It is now realised that the boys require some such outline of English history as is afforded by the memorising of the dates of the various Sovereigns. These are to be learnt in future and will facilitate the constant reference to the past which is so often needed.

##### *Geography.*

The work in this subject is divided between two members of the staff, one of whom takes Form III and the higher Forms, while Form II is taught by its own Form

Master. Lessons were heard in Forms VI and III in the course of the Inspection, and the work bore evidence of the keen interest taken in the subject by the Master concerned. The treatment generally is on satisfactory lines, and the lessons are properly illustrated by suitable sketch maps. It may, however, be suggested that the boys might with advantage be required to note down as a rule the main points of a lesson as these are made—the same Geography note-book being utilised for sketch maps and diagrams.

Since the last Inspection a globe and a few wall maps have been purchased, but the supply of wall maps is still inadequate: it does not appear that there are any books dealing with Geography in the reference library. It should be recognised that for the teaching of Geography on modern lines a proper supply of wall maps and other equipment is essential, and the Master responsible should not be thrown altogether on his own resources in the matter of obtaining standard works of reference.

#### *French.*

French is taught throughout the School by a Master who has a good knowledge of the language, and has recently introduced drill in pronunciation on phonetic principles. The accent of the boys is in consequence improving, but a great deal more attention should still be given to this point.

There is a good deal of unevenness of attainment among the boys in the various Forms: this is particularly noticeable in Form III, where beginners have to be taught with others who have learnt for a year. The best of the boys in Form VI, although they read the language with little fluency, have acquired some command of syntax as well as of vocabulary, and can write French in the form of free composition with fair accuracy.

#### *Latin.*

Latin is begun in Form IV and taken in this Form and the Forms above by all boys who are capable of learning a second language.

The teaching in Forms IV and V is in the hands of a Master who, by working to a modified extent on the so-called direct method during the first year, is able to introduce his boys to Cæsar in the course of the second year. He is a careful and patient teacher, and although it was hard to judge of progress so early in the year, in the case of the beginners, the second-year class had clearly already covered a good deal of the more elementary syntax and were able to apply the rules that they were learning.

The higher work, which reaches the standard required for matriculation in the case of the most advanced boys, is undertaken by a second Master, who is well qualified to give the instruction. The boys in this class were able with some assistance to make out the meaning of one of Cicero's speeches, but they were somewhat handicapped by the fact that they knew no Roman history.

#### *Mathematics and Science.*

The whole of the Science teaching and all the higher work in Mathematics is in the hands of the Head Master, useful assistance being rendered in the latter subject by a non-graduate member of the staff. In both subjects the work is carried up to matriculation standard, boys in the Sixth Form being prepared for the Senior Oxford Local Examination. The standard of attainment in Mathematics reached by the better boys in this Form may be regarded as quite satisfactory, but it is singularly unfortunate that no adequate provision can be made for those who stay on for another year. Of the four boys in Form VIa two were working for the London Matriculation, though they had taken the Oxford Senior Local with 1st-class Honours in the previous year. These boys had apparently dropped trigonometry, the subject not being required for the London Matriculation.

Algebra is begun in Form III, and fair progress had been made in this subject by boys in Form IV. It would be well however that boys should be taught at this early stage to check their answers whenever possible by substitution. A good lesson in arithmetic was heard in Form II. This Form consists of boys at very various stages of progress, and all need more frequent practice in mental arithmetic of a simple kind. The plan of devoting one lesson a week to the subject is not a good one. It would be better to devote 5 or 10 minutes to mental arithmetic at the beginning of every arithmetic lesson.

The scheme of work in Science includes both chemistry and physics. The former subject, which is not taken in the Local Examinations, is begun in Form V. It would seem advisable to begin the subject in Form IV, confining the chemistry work at this stage to chemical processes, combustion, and the study of air and water. The course in physics might also be reconsidered with advantage. If it is necessary to spend time on mensuration in Form III this might be better done, and done practically, in connection with the arithmetic teaching. Heat appears in the scheme of work for Forms IV, V, and VI; this arrangement is of doubtful value, and it would probably be better to devote more time to elementary mechanics, and perhaps to include electricity and magnetism in the work of Form VI. In Science as in Mathematics boys in Form VI seem to be marking time; one was doing no practical work—apparently because the practical work required in connection with the physics subjects offered for examination had already been done.

So far as these senior boys are concerned it is difficult not to feel that if better arrangements cannot be made here, they should be transferred to another school where class teaching is available for those doing post-matriculation work.

#### *Art*

Drawing was taken under difficult conditions. The dining hall, where it is usually taken, has not been available this term, and the classes have been taken in a small class-room, in which there is no room to place models properly. This difficulty has led to the boys drawing from flat copies and from memory. The Master has the Art Class Teachers' Certificate, but is handicapped by the meagre equipment. No colours have been supplied, and there are very few objects, such as stuffed birds, &c. available. The supply of large sheets of paper is also short. Until the hall is available again, it would be wise to take the classes in the large schoolroom.

#### *Manual Instruction.*

The regular Instructor was absent on the day of Inspection and it is difficult therefore to judge the work fairly. Some cardboard work is done by Form II, and woodwork by Forms III and IV. It is early in the school year, and the first attempts were therefore somewhat crude. Better work was seen in models done last year.

Wooden stops are better than steel, and it is desirable to change the existing steel ones.

#### *Music.*

Class-singing is taught by a Visiting Instructor appointed this term, who is a good musician and has had experience in choir training. The three lowest Forms are taken together for two full periods in the week. There are 52 boys in this large class, and, although it is possible to give them useful work in scale exercises as well as in the practice of songs, individual attention in sight-reading, ear-testing, &c. is impossible. If practicable, an attempt should be made to divide the class into two groups, and to give each group two periods a week of 25 minutes instead of the present arrangement. The whole could be taken together occasionally for massed singing if it is thought desirable.

#### *Physical Exercises.*

Two twenty-minutes periods a week are given to Physical Exercises in all the Forms. The work is in charge of a member of the regular staff, who does what he can under conditions which are by no means favourable. The exercises are performed either out of doors or in a covered playground, the floor of which cannot be kept clean since it is used as a passage. Much better results would be obtained if a proper room was available, and the boys were required to wear shoes instead of boots. It is much to be desired that assistance should be given to the Master responsible, enabling him to attend a holiday course in Swedish Exercises.

### GENERAL CONCLUSIONS.

Except for a small but steady increase in the number of day pupils, there is little change to record in the character and organisation of the School during the four years that have elapsed since the second Full Inspection.

On the other hand, the financial position, which was then far from satisfactory, has now become distinctly worse, and, unless the Local Education Authority is inclined largely to increase its grants, the only solution of the problem appears to lie in a concerted and determined effort, on the part of all those who are interested in the School, to add materially to the number of pupils.

Some addition to the staff is necessary if full justice is to be done to the junior boys as well as to those who stay on long enough to do advanced work, and the extra cost must mainly be met by a material increase in the fee income.

At present, although adequate instruction up to the standard required for matriculation can be provided in the main part of the School, it is hard to make satisfactory provision either for boys under 10 or for those who are over 16, and unless the School can be made more attractive to both these classes of pupils, the numbers seem likely to remain stationary, even if they are not reduced by the competition of other schools.

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Cupboards

Ref. Lib.  
Money the spent

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direction of the competent authority  
of the School.]

**BOARD OF EDUCATION.**

Report of Inspection of  
**BORDEN GRAMMAR SCHOOL, KENT,**  
held on 21st, 22nd and 23rd November, 1923.

**INSPECTORS.**

MR. E. C. KITTSOON, H.M.I.      MR. F. B. STEAD, H.M.I.  
MR. C. W. PARKES, H.M.I.      MAJOR A. E. SYSON, H.M.I.

**Organisation, etc.**

1. The School has been in receipt of Grants under the Board's Regulations for Secondary Schools since 1 August 1902, and was last fully inspected in October 1914.

2. *Instrument of Government.*—A Scheme under the Charitable Trusts Acts made 13 August 1909, as altered by a Scheme under the said Acts made 5 November 1921.

3. *Constitution of Governing Body.*—The Governing Body consists of thirteen persons, viz. :—

Eleven Representative Governors appointed—

Three by the Kent County Council ;

One by the Sittingbourne Urban District Council ;

One by the Milton Regis Urban District Council ;

One by the Sheerness Urban District Council ;

One by the Sheppey Rural District Council ;

Two by the Trustees of the Charity of William Barrow ;

One by His Majesty's Justices of the Peace for the County of Kent acting in and for the Sittingbourne Petty Sessional Division ; and

One by the Senate of the University of London ; and

Two Co-optative Governors.

4. *Head Master.*—W. MURDOCK, M.A. (Oxon).

5. *Number of Assistant Staff.*—11 : Regular, 8 ; Occasional, 3.

## 6. Fees (Yearly).

Tuition.—Under Scheme, not more than £10 except with the approval in writing of the Board of Education; In Practice, £15.

Boarding.—Under Scheme, no prescribed limits; In Practice, £50.

## 7. Grants received from Local Authorities in the year ended 31 March 1923.

From Kent County Council, £1,166 7s. 5½d.

## 8. Total number of Boys on 1 October in each of the last five school years.

	1918-19.	1919-20.	1920-21.	1921-22.	1922-23.
Boarders ...	1	1	4	3	2
Day Scholars	116	147	187	200	187
<b>TOTAL</b>	<b>117</b>	<b>148</b>	<b>191</b>	<b>203</b>	<b>189</b>

**Statistics of Pupils.**

## 9. Actual figures at date of Inspection.

(a) Total number of Boys 169 (including 1 Boarder).

(b) Distribution of Boys according to their age on 31 July 1923.

Under 9 ...	3	13 and under 14 ...	30
9 and under 10 ...	8	14 " " 15 ...	35
10 " " 11 ...	17	15 " " 16 ...	19
11 " " 12 ...	11	16 " " 17 ...	10
12 " " 13 ...	33	17 " " 18 ...	3

(c) Distribution of Boys according to Forms (beginning at the lowest).

Form.	Average Age.		Number.	Form.	Average Age.		Number.
	Y.	M.			Y.	M.	
I	9	2	11	IVA	13	6	20
IIB	12	7	27	VB	14	10	18
IIA	12	2	25	VA	15	1	14
III	12	7	20	VIB	15	11	8
IVB	13	6	18	VIA	16	1	8

## 10. Numbers based on Annual Returns.

(a) Age, on admission, of Boys admitted during the last three school years.

	1920-21.	1921-22.	1922-23.
Under 10 ...	18	4	11
10 and under 11	8	8	3
11 " " 12	17	11	10
12 " " 13	11	9	6
13 " " 14	5	3	5
14 " " 15	8	1	—
15 and over ...	1	2	—
<b>TOTAL</b>	<b>68</b>	<b>38</b>	<b>35</b>

(b) Leaving-age of Boys over 12 who left during the last three school years.

	1920-21.		1921-22.		1922-23.
12 and under 13	5	...	1	...	2
13 " " 14	3	...	4	...	3
14 " " 15	8	...	8	...	3
15 " " 16	13	...	20	...	12
16 " " 17	6	...	6	...	11
17 " " 18	—	...	1	...	5
18 " " 19	—	...	2	...	2
19 and over ...	—	...	—	...	1
TOTAL	35		42		39

11. Areas from which Boys are drawn.

Percentages based on Returns for school year 1922-23.

Borden, 7; Rest of Kent, 92; Places outside England, 1.

#### NATURE AND SCOPE OF SCHOOL.

When the School was last inspected (1914) the number of pupils was 79. By 1917 the numbers had increased to 96, by 1919 to 149, and in 1921 they reached 206. Since that they have again gradually decreased, and now stand at 169; of these 11 are under 10, 28 between 10 and 12, 117 between 12 and 16, and 13 over 16. In 1914, 20 boys came from the Isle of Sheppey—there are now 57; 76 come from Sittingbourne and Milton Regis; and the remainder are drawn from the surrounding villages.

While the growth of the School since the last Inspection is a matter for congratulation, it is of interest to note that the numbers are still lower than those in the Sittingbourne County School for Girls.

The boarding element has completely disappeared and the dormitories have now been converted into temporary classrooms; the Head Master has one pupil living with him at the moment, but this boy has been taken for personal reasons and no attempt is being made to revive the boarding connection.

The School is to be congratulated on the development of a top: there is now a Sixth Form of 9 boys doing work of a post-matriculation character.

For the past financial year the cost of maintenance has been £23 12s. per pupil, of which £17 8s. has been in respect of salaries. These figures are low, and in previous years has even been less.

In 1921 the fees were raised from £10 to £15 a year.

#### GOVERNING BODY.

The Governing Body continue to take a keen interest in the welfare of the School and appear most eager to do everything that will make for its efficiency.

#### SCHOLARSHIPS AND EXHIBITIONS.

The total number of boys receiving free education in the School at present is 69: of these, 64 are Free Place pupils, one holds a Special Exhibition, the fees of three are paid by the Ministry of Pensions and of one by the Navy League. In addition to these there are 6 boys who are admitted by the Governors at half fees.

### PREMISES AND EQUIPMENT.

The present building has many disadvantages, both in regard to its situation, rather remote from the town and the railway station, and also as regards the adequacy of the accommodation. Accordingly it was decided some years ago by the Governing Body to sell the building to the Kent Education Committee (who propose to use it as a Farm Institute) and with the purchase-money to put up a new school in a more convenient situation; a suitable site has already been acquired for this purpose. This policy appears to have been thoroughly sound. The building of the new school, however, has suffered delay, since at a time of great financial stringency it had to be postponed to other projects of a much more urgent nature.

The premises have many serious defects, and although the conditions under which the teaching has been carried on have had to be accepted in difficult circumstances, the present state of things could not be permanently tolerated, and everything points to the conclusion that the sooner the new building is proceeded with, the better.

With increasing numbers it was necessary to adapt the dormitories, now no longer needed for their original purpose, to make classrooms; the resulting accommodation is not good and can only be regarded as a temporary makeshift. (The part of the dormitory not adapted presents a very unsightly appearance and should be boarded off from the classrooms.) The heating of the School appears to be both extravagant and inefficient. The lighting of several of the rooms is unsatisfactory. The School is without a bicycle shed, although a large number of the boys come on bicycles, which at present are left about in a most disorderly manner. There is no gymnasium; and there is no provision for a hot mid-day meal, particularly needful in a school where so many of the boys come from long distances. The interior of the building can scarcely be said to present a clean appearance, and this is no doubt mainly attributable to the fact that there is no asphalt playground, so that the boys necessarily bring much mud into the School on their boots.

The equipment of the School is deplorably meagre and calls for immediate remedy. There is a small fiction library, but beyond a few books on Science there is no reference library whatever. There is a serious shortage of the ordinary text-books needed for class use. Easel-tables are wanted for the teaching of Art; for this purpose also some good reproductions are needed. An optical lantern is required for the teaching of Science. The classrooms present a bare and unattractive appearance; they would be improved by the provision of some suitable pictures. The equipment needed can be provided at once; it will be equally useful in the new building.

### STAFF.

The Head Master has held his present post for 17 years. Reference was made to his work and qualifications in previous Reports.

The assistant staff consists of 8 full-time and 3 occasional teachers. A woman teacher is in charge of the lowest Form. The 7 Assistant Masters are all University graduates. The staff, taken as a whole, is young and inexperienced; several have only just begun to teach and have necessarily still much to learn; it is suggested that they might improve themselves by visiting other schools where good work is known to be done, and by attending

Short Courses in the holidays. In making future appointments regard should be had to the desirability of having on the staff a due proportion of Masters with sound experience behind them, the claims of the main subjects in the curriculum being kept in view.

The staff will need to be increased if the Sixth Form is to receive adequate attention.

#### CURRICULUM AND ORGANISATION.

The 169 boys are classified into 10 Forms, known as I, IIB, IIA, III, IVB, IVA, VB, VA, VIB and VIA. The Free Place pupils enter Form IIA. The First Examination is taken by Forms VA and VIB; it is recommended that these two Forms should work together, and that in future no boys should be promoted to Form VI until they have left the First Examination behind them. French, Mathematics and Science are begun in Form IIB. It has been decided that Latin shall no longer be a regular subject of the curriculum, though those who had begun the language are still learning it; provision is to be made at a post-Matriculation stage for such boys as may require Latin for the University.

The School is to be congratulated on the fact that the amount of post-Matriculation work is greater than it was at the time of the last Inspection. Most of the 9 boys in Form VIA are specialising in Mathematics and Science, which is quite satisfactory; the specialisation, however, is carried so far that the only literary work they do is represented by one French lesson a week; it is recommended that they should do a reasonable amount of English. The one boy who is taking Modern Studies does not get enough actual teaching, owing to shortage of staff.

In 1923 a pupil of the School won a Royal Scholarship at the Imperial College of Science—a remarkable distinction. During the past three years 14 boys have passed on to the Universities or to institutions of University rank—quite a good record for a small school. The general standard of attainment throughout the School, however, is at present low; and, as the subject-reports show, there is room for improvement in the work in many directions.

#### SUBJECTS OF TEACHING.

##### *English Language and Literature.*

In the Forms from Form IVA upwards the work in English is in the hands of a member of the staff, who was entrusted with it in September 1922 after obtaining a Third Class Honours degree in English, and who still gives a good deal of time to teaching Mathematics. Two other members of the staff, both in their first term of service, and the Mistress share the work below. It does not appear that the senior Master has any responsibility for the syllabus or work in Forms other than those which he teaches; nor has there been any meeting of the teachers concerned for a joint discussion of the syllabus and methods of teaching, so as to secure due co-ordination between the work of the different teachers. The syllabus of literature is in need of revision. Except in the Examination Form it includes no prose works except novels, which should be read out of school—with periodical discussion in class in suitable cases—and no drama except three plays of Shakespeare. The

plan, which is adopted in certain Forms, of reading rapidly single works illustrative of Nineteenth Century writers taken chronologically is not to be recommended. What is needed is the preparation of a properly graduated series of texts—both in prose and verse—for use in the successive Forms. Suitable lists of the kind are easily obtainable. In the lower Forms there appears to be a dearth of books for class reading, *e.g.*, in Form IIB the boys were reading a book which many of them had read before in a lower Form. Some careful lessons on composition (in VB and IVB) were heard in the course of the Inspection. The practice of setting weekly essays in the higher Forms is to be deprecated. It would be better to set fewer essays on subjects carefully selected and demand a higher standard of performance.

There is a fiction library, but apart from the works of Shakespeare the reference library is apparently destitute of all the English classics; nor are the boys provided with a dictionary. While conscientious work on the lines followed is being done by the teachers concerned it is felt that the English teaching as a whole stands in need of more skilled direction than it in fact receives.

#### *History.*

The work in History is mainly in the hands of a Master who though young and inexperienced shows much promise as a teacher. He adopts a very sympathetic attitude towards his pupils, which is a great advantage, and an effort is made to present the subject in an interesting manner. The work seen attained no high intellectual level, but it was sound so far as it went. The teaching is carried on under difficulties: the boys are not supplied with historical atlases and there is a lack of suitable text-books for class use; a few good historical wall maps, some suitable pictures, architectural illustrations or models, etc., would help considerably towards realising more fully the educational possibilities of the subject.

The syllabus of work is generally sound. It is suggested that a plan might with advantage be worked out for dealing at suitable points in the English history lessons with the main outstanding events of European history.

The one boy who is attempting work of an advanced character gets two lessons a week; he has no books of reference at his disposal.

#### *Geography.*

This subject is taught in all Forms except the lowest by a recently appointed graduate member of the staff, who has taken a two-years' course in Geography at the Birkbeck College. He is keen and gives promise of becoming an effective teacher, but from lack of experience has necessarily much to learn in regard to the best methods of handling the subject so as to evoke the maximum effort and response from boys of varying ages. These matters and the syllabus of work were discussed in detail with the Master at the time of the Inspection. The following suggestions are made:—

- (1) The syllabus should include a brief survey of world geography in broad outline—a term or rather more being spent on this before the study of the British Isles and the Continents is taken up. It should also include the study of maps, the one-inch and six-inch Ordnance maps among others, and of the essentials of astronomical

geography as a necessary foundation for the understanding of climate.

- (2) The equipment should include at least two globes, one with a blackboard surface, and sets of wall maps for each continent, showing physical features, rainfall, vegetation, communications. It would be well, too, to add a lantern and to build up a collection of lantern slides. There are at present no pictures to illustrate geographical phenomena and there is an entire absence of books of travel and of standard works of reference on Geography in the library. Without these various and necessary aids a teacher is hard put to it in attempting to give reality to his teaching.
- (3) In the middle and upper Forms the boys should be required to keep Geography note-books. These note-books would contain the main points of the lessons given, graphical exercises, statistical data, and sketch maps. Written homework, which is rarely worth keeping, is better done on loose sheets, which are destroyed after correction.
- (4) The series of text-books in use is not unsuitable, but the book used in the Fifth Form might be replaced with advantage. In any case the text-books are there to supplement the work done in class; it should not be necessary to read aloud from the text-book in the classroom: if the boys in a Form cannot understand the book for themselves the inference is either that the ground has not been sufficiently prepared or that the book is too hard for the Form.

#### *French.*

The teaching of French is wholly in the hands of a Master whose work was reported on at the last Full Inspection.

While the boys who presented themselves for the First Examination last July obtained reasonably good marks, the general standard of attainment in the subject throughout the School leaves much to be desired, especially in regard to pronunciation and oral work. When a better linguistic standard has been attained, French might be made to contribute usefully to the boys' literary training.

#### *Latin.*

It was decided some time ago to drop Latin as a regular subject of the curriculum; provision is to be made at the post-Matriculation stage for such boys as will require Latin for the Universities. The boys who had already begun the language are going on with it, and are in charge of a Master whose methods are thorough and conscientious. Progress is slow and—especially in Form VB—rather laborious. Form VA are reading Caesar with some success and hope to begin a book of Virgil next term.

#### *Mathematics.*

In Forms VA and VIB Mathematics is taken by the Head Master, and in the rest of the School by five of his colleagues. All hold satisfactory academic qualifications, but there is considerable difference in the effectiveness of their teaching. If the work were placed

in the hands of fewer members of the staff, not only would it be possible for the whole to be taken by the better teachers, but it could be planned so that the Mathematics of one Form would no longer be shared by two or three men, an undesirable arrangement that is in operation at present in four Forms.

The scheme of work is in most respects satisfactory, but requires amendment in one or two particulars. It is suggested that Form IIB should be taught the elementary facts of parallelism and of congruency by the methods of practical geometry, and towards the end of the year should begin the course of deductive geometry. This would bring the syllabus of Form IIB more into line with that of IIA, which is especially desirable if boys are to be promoted from both of these into Form III.

The time given to the subject in the Main School is quite generous, and in the Sixth Form it becomes excessive. Here, in order to reach a standard approximately that of the London University Higher Certificate Examination, 11 periods are given to pure and 10 to applied Mathematics. It should be possible to introduce into the syllabus of this Form a considerable amount of analytical geometry, and at the same time to spare five or six periods for literary subjects.

In Form I boys differ widely in age and ability. The work includes mental work and is being taken generally on sound lines, but more drill is required to produce quickness and accuracy in the straightforward processes of addition and multiplication.

All through the School due attention is paid to riders and questions requiring from the boys the exercise of their own initiative, but more importance should be attached to neatness and to the careful setting out of the written work.

The general standard of work appears to be better than that suggested by the results of the First Examination, and Form VI contains five boys who are making fair progress in advanced Mathematics.

### *Science.*

The work in this subject is shared between the Head Master, who takes the chemistry, and a Master appointed in 1922, who holds a First Class Honours degree in physics and is solely responsible for the teaching of that subject. This Master, as he gains experience of school work, should be a real asset to the School. It would be greatly to his advantage if he could attend a Short Course for teachers and also see something of the work in other schools.

The time allotted to Science is sufficient to enable boys to offer chemistry and a physics subject in the London General Schools Examination. In the last examination the results were fairly good in chemistry and poor in physics. Chemistry is begun at present in Form IVA, which gives a two-years' course up to the First Examination. If it were begun a term or two earlier, there would be less temptation to hurry the work unduly for examination purposes. The text-book used in the Fifth Form might be replaced with advantage. The syllabus in physics, which is of a familiar type, was discussed with the Head Master and the Physics Master at the time of the Inspection—when it was suggested that mensuration should be omitted, its place being taken by mechanics and hydrostatics of a suitable kind, that heat and light, and perhaps electricity and magnetism should be taken twice in the course, the first time mainly from the point of view of practical applications and omitting the mathematical treatment of the subject.

This suggestion involves a complete departure from the method of the text-books in use in Form V. Another alternative for part of the early work would be to deal with the physics and chemistry of air and water, without any sharp division between chemistry and the several branches of physics. Whatever plan is adopted it is desirable that the syllabus should be reconsidered with a view to devising a course of work, which is likely to appeal to the boys and to be suitable to their capacities at each stage.

The equipment for Science teaching has been improved of late. One serious omission is the absence of an optical lantern, which is essential for a proper treatment of light. The conditions under which the boys were working in the laboratories during the Inspection were uncomfortable, the temperature being as low as 40° F.

There was little opportunity of seeing the work of the boys in Form VIA, who are preparing for the Intermediate Science Examination. These boys give a sufficient amount of time to Science, but a good deal of their work appears to consist of private study which it must be difficult to supervise in view of the fact that the Masters are so often engaged with other classes.

#### *Art.*

There is no Master on the staff who holds any proper qualifications as a teacher of Art. The gap is more or less filled by the Geography Master who appears to be tackling the work not without a measure of success, but who would disclaim any expert knowledge of Art teaching. Two other junior Masters are responsible for the work in the two lowest Forms.

There is a fairly comprehensive syllabus, and boys are presented in drawing for the London General School Examination. The standard of work so far as could be judged by the specimens seen cannot be described as high. The work is done in the old dining hall. The flat tables in this room would be better out of the way and should be replaced by desks suitably designed for Art work.

#### *Manual Instruction.*

Boys in Form I are taught by the Form Mistress to construct simple models out of paper and cardboard. In Forms II, III and IVB there is a three-years' course of woodwork. This includes drawing, lessons on the various kinds of wood and on the use and care of tools, and the construction by the boys of the usual common objects.

The Instructor is a good practical craftsman, but has had little experience in the educational side of the work. A higher standard of accuracy might fairly be demanded from the boys, and, particularly in the drawing, some co-operation between the Art and Manual Instructors is desirable. In the later stages of the course the inventive powers of the pupils might be called into play by encouraging them to design and construct objects of their own choice.

The workshop is much too small and the benches are not sufficiently rigid.

#### *Physical Exercises.*

The present buildings do not provide adequate facilities for the conduct of physical exercise lessons. When the weather is

fine the Forms are exercised in the open air, and when wet in the passage at the school entrance.

Even under these conditions greater value could be obtained from the work were the instruction in the hands of a Master who had some knowledge of the type of exercise and the methods of application which are regarded as suitable for boys.

#### GENERAL SCHOOL ACTIVITIES AND CORPORATE LIFE.

The School has a less fully developed corporate life and fewer out-of-class activities than is the case in most Secondary Schools at the present day. The conditions are not very favourable, and many of the boys live at a distance; when the School has better premises, more conveniently situated, and ampler playing fields, it may be found possible to do rather more in this direction.

The school assembly might be conducted with more dignity in the dining hall than in the room at present used for that purpose. It appears quite wrong that the prefects should be allowed to absent themselves from this function.

#### GENERAL CONCLUSIONS.

Progress has been made since the last Full Inspection, both in regard to the growth of the School and the greater development of the top. The winning of a Royal Scholarship, already referred to, reflects great credit on everybody concerned, and is an indication of the possibilities that lie before the specially talented boys, of whom the School certainly gets a good proportion. The Inspectors are of opinion, however, that the general level of attainment falls below that of many other schools of the same type. This is no doubt in some measure attributable to the great difficulties experienced during the war and the years immediately following, as well as to the rather unsatisfactory circumstances under which the work is at present conducted. It is hoped that the adoption of the recommendations embodied in the Report may, in the better conditions to which one can now look forward, render the desired improvement in the work and life of the School possible.

**BOARD OF EDUCATION**

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Report of Inspection  
of  
**BORDEN GRAMMAR SCHOOL**  
**SITTINGBOURNE AND MILTON, KENT**

Held on 5th, 6th and 7th May, 1937

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**NOTE**

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**HEAD MASTER**

MR. W. A. CLAYDON, M.A. (Oxon.)

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*The School was last fully inspected in November 1923*

Board of Education,  
Whitehall, London, S.W.1

### NATURE AND SCOPE OF SCHOOL

An "Interim" Inspection of this school was held in 1929, with the object of discussing with Head Master, staff and Governing Body the possibilities that were provided by the new buildings. The appointment of a new Head Master in 1936 suggested that a Full Inspection might be valuable when he had had time, after a careful review of the general position, to consider any changes he might desire to make.

No difficulty should be experienced in maintaining a two-Form organisation, if one may judge by the numbers of boys in the School during the last five years (254, 250, 250, 247, 242) and the recent entries for Special Places in the last four (102, 103, 90, 105). The last figure is specially satisfactory, as showing that the advent of a new Head Master has not diminished the desire to attend the School. The entry of 36 candidates from the Sittingbourne area is worthy of notice when compared with the figures of former years.

The number of boys leaving below the age of 16 in the last three years, (16, 22 and 16) is somewhat disquieting. It is, however, partly due to successes in the Dockyard Examination. The matter was considered carefully with the Head Master. On the one hand there is a natural inclination for boys from Sheppey to wish to enter the Dockyard. On the other hand Secondary Education implies a course of instruction that should not terminate before the age of sixteen.

The Head Master does not allow the ordinary work of the School to be deflected in any way by the prescribed syllabus. Candidates continue their ordinary work and, if they arrive at the suitable Form, sit for the School Certificate Examination. It may be claimed therefore that, in this particular case, the necessary steps are taken to ensure that the School as a whole shall not suffer from the demands of an examination that may be said to be below the standard of the School Certificate, in so far as it is possible to compare two different types of examination.

### GOVERNING BODY

The Governing Body take a keen and practical interest in the affairs of the School. Their assistance and support is of very real value.

### SCHOLARSHIPS AND EXHIBITIONS

The Isle of Sheppey provides a larger number of candidates for Special Places than any other area and is remarkably successful in the competition therefor. The Head Master might with advantage consider carefully each year the number of unsuccessful candidates who would in his opinion profit by Secondary Education. In this way he will arrive at a reasonably reliable estimate of the percentage of Special Places that can with advantage be allotted. This year's entrants appeared to the Inspectors to reach a high standard.

### PREMISES AND EQUIPMENT

The buildings, when erected, were in accordance with the requirements of the day. But in the last few years the standard has risen in certain respects, notably as regards accommodation for work in a library and for Physical Education.

It is understood that negotiations are already on foot for an addition to the playing-fields. The assembly hall has certain obvious defects when used as a gymnasium. The facilities for washing leave something

to be desired. An increase in the use of the Library will demand further expansion of the accommodation. Meanwhile the building is pleasant and well kept—meeting, in very many ways, the needs of the School.

#### SCHOOL LIBRARY

The Library is in some respects still in its infancy. Until recently the amount spent on books was far too small to build up a worthy collection. Now, however, two block grants of £100 have been allocated, together with an annual allowance of £20, and the total of books has been raised to some 1,300 (not including the junior fiction), and the shelf space will soon be insufficient. Nearly half the present stock has been added since last September, and although the books are well chosen and practically every branch is represented, there are still many obvious gaps to be filled.

The Librarian, who took over his duties last September, deserves high commendation for his energy and enthusiasm. The books have been classified according to the modified Dewey system, and some attempt has been made to provide for the needs of junior readers as well as for the senior boys. Some interesting periodicals are taken.

As the Library develops, the possibilities of a library committee, on which boys as well as Masters would be represented, are worth considering, and boy librarians might be encouraged to give talks to the older pupils on the history and production of books.

It is understood that little help is forthcoming from the Sittingbourne public library.

#### STAFF

The Head Master is young and full of energy. He is well qualified academically and takes a deep interest in education. In a few months he has obtained a firm grip on the problems of the School and has shown that he is not afraid to face difficult problems with decision. The future of the School should be safe in his hands.

The staff, as a whole, are well qualified and thoroughly competent. There are one or two weak spots—a fact of which the Head Master is fully aware. It is not easy for a Master of long experience to realise that he is not “pulling his weight”, that his teaching is losing effectiveness, that his methods are out of date. But the Head Master and the Heads of Departments cannot avoid their duty of letting him know the facts, of helping him in every possible way and of allotting to him the work for which he is most competent—even though his position may thereby appear to suffer.

#### ORGANISATION, CURRICULUM AND STANDARD OF WORK

The Head Master, for a variety of reasons, has found it necessary to do away with the junior class that received boys of various ages who were not ready for the regular school course. The question was discussed with him in detail and his decision appeared to be sound. On the other hand he may find it advisable in a year or two to reintroduce such a Form under very definite restrictions.

The Main School is now organised with A and B Forms in a five-year course leading up to the standard of the School Certificate. (One effect of the change, which has just been completed, was to produce

apparently bad examination results last year). The subjects taken are those usual in this type of school. The position of Latin and the amount of time given to Physical Education are perhaps the most interesting features. Details will be found in the reports dealing with the various subjects, as well as certain suggestions for changes worthy of consideration. The problem of differentiation of curriculum for A and B Forms is under serious consideration. The standard of teaching is noticeably high in History, Geography and Physics.

Sixth Form work is, as always in a school of this type, not easy to organise. The Masters in the various subjects are fully competent to undertake the work, if the boys will remain for two years in the Sixth Form. In the last three years three boys have proceeded to the University of London and 18 to the Medway Senior Technical College at Gillingham. Two of these latter have obtained Scholarships at the Imperial College. The Head Master realises the value of co-operation with Educational Institutions. Such co-operation is likely to increase and will be welcome to all those who realise its value.

#### SUBJECTS OF TEACHING

##### *Scripture*

Religious Instruction is given throughout the School, except in the Upper Fifth Forms: this omission it is hoped to rectify. The staff is well qualified; the Head Master, who is in charge of the work, has the assistance of three Assistant Masters who, like himself, are specially interested in the subject.

In the lowest Forms the story of the Jewish People is read, the Children's Bible being used as the text-book. The syllabus in the other Forms of the Main School covers the Gospel History and the Acts of the Apostles. It is recommended that provision should be made in each Form for committing to memory suitably chosen passages from the text.

In the Sixth Form a study is made of the teaching of Christ and of its application to the world of to-day, and in this connection reference is made to some of the writings of eminent Biblical scholars. Wider reading is also encouraged by the use of the School Library.

##### *English Language and Literature*

The Head Master is an admirable teacher of English. He is interested not only in Sixth Form work but in the methods that are suitable to boys of varying ages and temperaments. Up to the present he has given a great deal of freedom to the other members of the staff who are teaching the subject. The syllabus is admirable but it was not apparent from the lessons heard that every Master had realised its spirit or was aware of the importance of a definite aim in each lesson. The necessary steps to be taken were discussed in detail with the Head Master.

##### *History*

The History Master is an admirable teacher who has thought seriously about both the content of the course and the methods by which he may rouse and sustain the interest of his pupils. He understands the value of visual aids and the importance of allowing the boys to do their fair share of the work.

The syllabus stresses the history of the British Isles as the main theme but the earlier civilisations are not neglected in the senior Forms. Thenceforward the 'periodic' organisation of the study is maintained up to the School Certificate Form where British and European history, 1688-1914, is offered. The syllabus lays stress on the preservation of a balance between the various aspects of the subject, social, political, economic and ecclesiastical, and stress is to be laid on those points which most influence the world of to-day. "Contemporary History" is studied in Upper VA and the Sixth Forms.

The general impression gained during the Inspection was of intelligent, interested classes, well taught.

### *Geography*

With the exception of the work in the Second Forms, the Geography is in the hands of one qualified and capable Master who is keenly interested in his work.

The syllabus makes full provision for the study of the various branches of the subject including the study of local geography. Text-books are suitable and are supplemented by the class lessons and by the judicious use of illustrations and newspaper references to current events.

Homework is suitable, is adequately tested and plays its proper part in the teaching.

The work reaches a sound standard and the boys acquire a good knowledge of the principles of Geography as well as a store of facts.

The equipment is adequate, including an ample supply of globes, wall maps and Ordnance Survey maps as well as lantern and epidiascope with a collection of slides and pictures. Cases are provided for the display of geological and other specimens illustrative of the work in progress.

The Library, to which additions are systematically made, includes well selected books of reference as well as records of travel and exploration. Current and recent numbers of geographical periodicals are displayed in the Geography room and are available for individual use.

There is a School Geographical Society which holds meetings and has provided negatives from which some of the lantern slides have been prepared.

The work in the two Second Forms is taken by a Master who is a sound and capable teacher with wide interests and a sound foundation for the more advanced work is laid.

This subject is soundly and effectively taught.

### *Latin*

The study of Latin is now restricted, in theory at least, to prospective University candidates. The two of them who were present in the Sixth Form at the time of the Inspection were making satisfactory progress with the books set for the London Intermediate Arts Examination.

In order to simplify work at the Sixth Form stage, a beginning is made in the Main School, where two periods a week are given to groups of boys in IVA, and Lower VA, the latter being joined once a week by boys from Upper VA. There is no doubt of the value of this

preliminary attack upon the grammar, but it is most desirable that some time should be given at home for the memorizing of declensions and conjugations. Care should also be taken that only those boys are allowed to begin who show genuine ability. A course of this type will inevitably be hampered if the class is too large; for example, there were 15 boys in the IVA group, and several of these had made insufficient progress to justify their presence in the class.

The Master who is responsible for the work is keen and scholarly. He has chosen his Readers well and is wise in his decision to change his composition book.

### *French*

Five periods a week are allotted to French in the Main School. The Master in charge is well qualified, able and enthusiastic, and, in spite of limited experience, shows himself to be a first-rate teacher on modern lines. The other Master who shares the work with him is suitably qualified for the work he is undertaking. He appears to have a good knowledge of method, but should give further thought to the problem of adapting his methods to the needs of his classes.

In general the standard of attainment is up to the average, and good work is being done by the abler boys. The syllabus shows careful thought and embodies many excellent features. The following suggestions were discussed, among others, during the Inspection. Free composition might be developed systematically from the start, so that boys may learn to write with reasonable ease before beginning prose composition. Regular drill in pronunciation and elementary grammar, particularly verbs, should form part of every lesson, and the imminence of an examination should not be allowed to affect the amount of oral work attempted. The second French Master in particular should be careful to ensure that a boy who has made a mistake in oral work should not only correct the error but understand the correction; more rapid questioning on limited material would be an advantage. Care is needed in the selection of vocabulary to be memorized.

One first year and three second year boys are taking French as a principal subject in the Modern Sixth Form. One of them, who was absent during the Inspection, is doing good work; the others show less ability but appear to be interested. Every effort should be made to find more time for private study, to enable them to read more widely, and the attempt to co-ordinate the work of these boys might be carried still further. There is a useful collection of books in the Library, but more will be needed as the work in French develops. Boys on the Science side are allowed to keep up their French; they read, among other things, an interesting French periodical.

### *Mathematics*

The whole of the work, with the exception of that of three of the Forms in the lower part of the School, is shared by two Masters, both of whom took Second Class Mathematical Honours; one, the Master in charge of the subject, graduating at Cambridge, and the other at Bristol. They co-operate well and the work proceeds smoothly and efficiently. The three remaining Forms are taken by two Assistant Masters. The work of one is quite satisfactory, but in the teaching of the other there is evidence of a good deal of weakness.

A five-year course is planned. Algebra and geometry are introduced in the first year, logarithms and numerical trigonometry in the upper division of the fourth year.

The note-books in which the homework is done are very well kept, but neither the practice of having (in the Main School) separate exercise books for the different branches of Mathematics, nor the use of rough note-books in class, is to be recommended.

The standard reached in the Upper Fifth Forms is very satisfactory and the results in the School Certificate Examination for many years past have been highly creditable. The syllabus is, however, limited to the pass requirements of that examination. When the weakness in the lower part of the School has been eliminated, the range of work in the Upper Fifth Form, or at all events in the A division of that Form, could be extended by the inclusion of mechanics and, perhaps, the calculus. This would lead to the strengthening of the position of Mathematics in the Sixth Form. At present only two boys are reading the subject for the Higher School Certificate Examination.

### Science

The Science subjects studied comprise chemistry and physics which includes simple mechanics. The greater part of the work is in the hands of two well qualified and experienced Masters responsible for chemistry and physics respectively. A large part of the chemistry and the combined physics and chemistry of the Second Forms is taken by a third Master who is a capable and efficient teacher while the teaching of physics in Forms IIIB and IVB is taken by the fourth member of the team.

The chemistry of the Fifth and Sixth Forms is taken by the senior Science Master who is well qualified and experienced but fails to secure the interest of the boys, whose work lacks concentration and is often careless. His teaching is lacking in forcefulness and concentration.

The chemistry of the Forms below the Fifth is in the hands of a Master who is capable and efficient and is securing a sound standard of work.

The physics is quietly and efficiently taught and a very sound standard is attained.

While the qualifications and experience of the present staff make any immediate change difficult, the desirability of the substitution of a course in general science for the present course in physical science should be borne in mind with a view to its being effected when circumstances permit. It is understood that one of the Science Masters proposes to attend courses in biology, with a view to improving his qualifications in that branch of Science.

Accommodation and equipment are adequate for the present course but additions will have to be considered when general science is introduced.

It is understood that developments in the equipment of the laboratories are contemplated which will render electric current available for experimental work.

The Library contains a well chosen selection of books including works of reference and histories of discoveries.

Ashby

Higson

Preston

Ashby

Darling

Ashby

*Art*

The Art Master was appointed in September 1930, after Training College and teaching experience, to give instruction in Art and other subjects. He is a keen and skilful teacher, who, though he holds minor qualifications only in Art, has by his enthusiasm and careful preparation laid the foundations of a good course. His syllabus, teaching methods and arrangement of details of the work indicate skill and thoroughness in the organisation of progressive study of a somewhat restricted character and scope.

All pupils from the Second to the Upper Fifth Forms inclusive receive instruction under convenient conditions of time allotment and accommodation. One Sixth Form pupil, who will offer Art in the Higher School Certificate Examination, supplements the instruction given in school by part-time attendance at an Art School in order to enrich his training. A good selection of books in the Art section of the Library, and the display of pictures in the corridors of the School provide valuable help to the subject.

The present course deals mainly with representational drawing, lettering and pattern making. Discussion took place on the course, and suggestions were made for the Art Master to continue practice as an artist; for the development of a progressive course in light crafts, e.g. book production related to the work now done; and increased attention to the appreciative aspects of the course in close relationship to practical work. The gradual extension of the range of study, on the sound basis now provided, would increase its educational value to the pupils by relating the subject more fully to the after-school life of the boys, and everyday needs.

*Manual Instruction*

The Manual Instruction is taught by a skilled craftsman who has taken the subject in this school for many years. He effectively teaches the use of and the care of tools and the fundamental principles of construction, but has no experience of the possibilities of this subject in a Secondary School. It would be well if arrangements could be made for him to visit other schools and become acquainted with the scope of the work done.

The course is confined to woodwork for which alone the workshop is equipped and the Instructor qualified.

The instruction is confined to Forms II, III and IV, two periods being allotted to each.

*Music*

The Second Forms have two periods a week of Music and the Third Forms one period. The Master responsible is a keen amateur, who has chosen suitable song books and has taught his pupils to sing with a pleasing tone. It would seem that more might be achieved during the lessons if less time were wasted on irrelevancies. Some musical appreciation is included in the course.

A School Orchestra has been formed, and, through the excellent plan of including Old Boys, works of considerable scope and musical value can be performed.

### *Physical Education*

The playing-fields adjoin the premises and consist of two football pitches, three hockey pitches, two of which are rather small, a cricket square, two hard tennis courts and one grass tennis court.

The assembly hall is used as a gymnasium and there is an adjacent asphalted area which provides useful space for outdoor exercise. The heating, lighting and ventilation are satisfactory, but in other important respects the hall falls considerably below the best modern planned gymnasia. It is only partially equipped with apparatus and the presence of a platform, some 20 feet by 10 feet, limits the available floor space and interferes with free and confident movement. Moreover, the floor, which is constructed of wooden blocks embedded in concrete, is not well suited for gymnastic purposes. The hall has no changing room or shower annexe and use is therefore made of the two school cloakrooms, each of which contains two shower baths and a large footbath. The bathing facilities do not, however, permit of the rapid use of the showers by a whole class, consequently the majority of the boys are deprived of this valuable hygienic climax to the lessons. It is understood that two additional showers are to be installed in one of the cloakrooms. This will be an improvement but will not, of course, secure adequate facilities for all the boys.

The Head Master, who is keenly interested in the boys' physical welfare, is alive to the demands made by school life upon the physical resources of growing boys and is desirous that the physical training shall effectively contribute towards the general education provided. During the brief period which has elapsed since his appointment, he has re-organised the time-table and has arranged a minimum of two gymnastic periods a week for every Form, increased in the case of the lower Forms to three periods a week. In addition, Forms II, III, and IV are allotted one afternoon a week for organised games. The upper Forms take games out of school hours, but the disadvantage of this is that boys in these Forms who are not skilled players may tend to drop games owing to lack of opportunities for individual or group coaching which is essential to raise them above the novice class for their age and standing in the School.

The supervision of games is shared by the staff as a whole and marked enthusiasm is shown towards this branch of the work.

The senior Gymnastic Master acts also as one of the Physical Training Advisers to the Kent Education Committee, and is released from his school duties on two days in the week for advisory work in Public Elementary Schools in the immediate area. A part-time Master, an ex-Army Instructor, is therefore employed for  $2\frac{1}{2}$  days each week to assist with the gymnastic and games training. This Master is keen and anxious to give of his best, but he is not in touch with the more recent developments in gymnastic teaching and it is strongly recommended that he should take an early opportunity of attending a recognised summer vacation course. ✓

The senior Gymnastic Master, who was appointed in July 1936, is leaving at the end of the current term to take up another post. He has been unable in this period to raise the general standard of the work which, in spite of the excellent turn-out of the boys and other evidence of their goodwill, is low. He has, however, introduced a comprehensive

Claxton

Woodcock

scheme, soundly planned to meet the needs and capabilities of the boys, and has taken steps to co-ordinate the training given throughout the School. If this work can be developed and stabilised, there is no doubt that in view of the helpful attitude of all concerned, progress will be assured.

A Scout troop has recently been formed, voluntary boxing is organised and a comprehensive athletic scheme has been adopted. Swimming is keenly followed and arrangements are made for every Form, except the Matriculation Form, to attend the town open-air bath one period a week during the summer session.

#### GENERAL SCHOOL ACTIVITIES AND CORPORATE LIFE

Both Head Master and staff take a keen interest in the corporate life of the School. The House system is to be utilised mainly as a method of organising for games and the importance of the Form Master to be correspondingly increased.

Various out-of-school activities appear to be flourishing—Literary, Geographical and Scientific Societies, a Play-reading Circle, a Stamp Club, a Chess Club. A dramatic entertainment, an orchestral concert, and gramophone recitals are further evidence of healthy activity. The general impression gained was that the School was becoming increasingly a centre of interests, physical, intellectual and aesthetic.

#### GENERAL CONCLUSIONS

The outlook for the future is very promising. With a notable, if young, Head Master, a competent staff (with one or two exceptions) and an intelligent type of boy the School should become an increasingly valuable centre for Secondary Education, organised in close co-operation with the other educational institutions in the area.

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## APPENDIX

**Organisation, etc.**

1. *The School* has been recognised under the Board's Regulations for Secondary Schools for the purposes of Grant since 1 August 1902.

2. *Instrument of Government*.—A Scheme under the Charitable Trusts Acts made 13 August 1909 as altered by a Scheme under the said Acts made 5 November 1921.

3. *Constitution of Governing Body*.—Under the Scheme the Governing Body consists of 13 persons, viz. :—

Eleven Governors appointed :—

Three by the Kent County Council ;

Two by the Sittingbourne and Milton Regis Urban District Council ;

One by the Sheerness Urban District Council ;

One by the Sheppey Rural District Council ;

Two by the Trustees of the Charity of William Barrow ;

One by His Majesty's Justices of the Peace for the County of Kent acting in and for the Sittingbourne Petty Sessional Division ; and

One by the Senate of the University of London ; and

Two Co-optative Governors.

4. *Number of Assistant Staff*.—15 : Regular, 12 ; Visiting, 3.

5. *Tuition Fees (Yearly)*.—Pupils whose parents or guardians are resident in the Administrative County of Kent, £12 12s. ; others, £30.

6. *Grants received from Local Authorities* in the year ended 31 March 1936.

From Kent County Council, £5,674.

**Statistics of Pupils**

7. *Total Number of Boys (all Day Scholars)* on 1 October in each of the following school years :—

1932-33	1933-34	1934-35	1935-36	1936-37
254	250	250	247	242

8. *Actual Figures* at date of Inspection.

(a) Total Number of Boys (all Day Scholars), 223.

(b) Numbers and ages of Boys in Forms.

Form	No. of Pupils	Average age on 31 July, 1936		Number of Pupils now in the School whose ages reckoned on 31 July, 1936, were																
				9 and under 10	10 and under 11	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								
II B .. .. .	25	Y.	M.																	
II A .. .. .	27	11	0	1	9	13	1	1	—	—	—	—	—	—	—	—	—	—	—	—
III B .. .. .	23	12	1	—	—	10	10	3	—	—	—	—	—	—	—	—	—	—	—	—
III A .. .. .	21	11	5	—	—	3	13	5	—	—	—	—	—	—	—	—	—	—	—	—
IV B .. .. .	24	13	7	—	—	—	8	8	6	2	—	—	—	—	—	—	—	—	—	—
IV A .. .. .	29	13	6	—	—	—	4	21	2	1	1	—	—	—	—	—	—	—	—	—
L.V.B. .. .. .	19	14	5	—	—	—	—	3	14	1	1	—	—	—	—	—	—	—	—	—
L.V.A. .. .. .	19	14	2	—	—	—	—	5	12	1	—	—	—	—	—	—	—	—	—	—
U.V.B. .. .. .	14	15	4	—	—	—	—	—	2	11	1	—	—	—	—	—	—	—	—	—
U.V.A. .. .. .	15	15	4	—	—	—	—	—	5	8	2	—	—	—	—	—	—	—	—	—
VI .. .. .	7	16	10	—	—	—	—	—	—	1	2	—	—	—	—	—	—	—	—	4
Totals .. .. .	223	—	—	1	19	43	37	46	41	25	7	—	—	—	—	—	—	—	—	4

9. *Areas from which Boys are drawn.*

Percentages based on Returns for school year 1935-36.		
Sittingbourne and Milton	..	43.6
Rest of Kent	..	56.4