

BOARD OF EDUCATION,
Whitehall, London, S.W.

REPORT OF FIRST INSPECTION

of the
COUNTY SCHOOL,
SOUTHGATE,
MIDDLESEX;

held on the
21st and 22nd October, 1909.

INSPECTORS.

Mr. A. DUFTON, H.M.I.,

Mr. E.R. EDWARDS, H.M.I.,

Mr. C.E. THEODOSIUS, H.M.I.

MIDDLESEX.

SOUTHGATE: COUNTY SCHOOL.

1. IL RECEIPT OF GRANTS under the Board's Regulations for Secondary Schools.
2. INSTRUMENT OF GOVERNMENT:- An Instrument adopted by the Middlesex County Council.
3. NAME OF HEAD MASTER:- Mr. A.T. WARREN, M.A. Oxford.
4. NUMBER OF ASSISTANT STAFF:- 7. (A) Regular 7. (B) Occasional -.

5. (a) TOTAL NUMBER OF PUPILS in Inspection Term 163: distributed into 7 Forms containing respectively (beginning at the Lowest) 28, 29, 32, 32, 20, 11 and 11 pupils.

Day Pupils	Scholarship Holders
Boys	Boys
163	31

(b) NUMBER OF PUPILS during the year preceding Inspection.

	1908
Boys	131

6. CLASS IN LIFE AND AREA FROM WHICH DRAWN.

Class	No. of Pupils	Locality	No. of Pupils
Professional, Independent, &c.	28	Southgate.....	136
Merchants, Manufacturers, &c..	15	Other Places in Middlesex.....	26
Retail Traders.....	29		
Commercial Managers, &c.....	72		
Service (domestic and other); Postmen, &c., Artisans.....	19	India.....	1

7. AGES OF PUPILS:-
- (a) In School in Inspection Term.....
 - (b) Who left during the 3 Terms ended July last
 - (i) age on admission.
 - (ii) age at leaving...

10	11	12	13	14	15	16	Totals
3	19	28	48	42	16	7	163
-	3	4	14	11	-	-	32
-	-	2	2	8	13	7	32

8. FEES (Yearly):-

	Under Instrument	In Practice, including use of books, stationery, and charge for games.
Tuition	£6 and not more than 7/6d for games.	£6.7.6d.

9. CONSTITUTION OF GOVERNING BODY UNDER INSTRUMENT OF GOVERNMENT:-

15 Representative Governors appointed as follows:-

8 by the Middlesex County Council; and
7 by the Southgate Urban District Council.

MIDDLESEX.

SOUTHGATE: COUNTY SCHOOL.

NATURE AND SCOPE OF SCHOOL.

The School was only opened two years ago, so that very little material for statistics is available yet. This School at the time of Inspection is still being held in temporary quarters in Broomfield Park, and it only contains boys; when it is transferred to its permanent premises the Southgate County School will contain girls as well as boys.

There are 163 boys in the School. 64 per cent have passed up from Public Elementary Schools. There are 31 pupils in the School holding Free Places. The School contains Bursars. 82 per cent of the pupils are between 12 and 16 years of age, 13 per cent are below 12, and 5 per cent are above 16 years of age.

136 of the pupils come from Southgate itself, and 26 from other places in Middlesex.

GOVERNING BODY.

The Governing Body is composed of 15 persons of whom 8 represent the Middlesex County Council and 7 represent the Southgate Urban District Council. The Governing Body appears to take a keen interest in the welfare of the School, the attendance at meetings is satisfactory, and the arrangements for the discharge of business are effective.

There are not yet any women on the Governing Body: in view of the development in the near future of a new Southgate County School containing girls as well as boys, it is of the highest importance that there should be women on the Governing Body.

The Head Master is summoned to the Governors' meetings, and appears to be effectively consulted.

FINANCE.

The income is derived from School fees, the Board's grant, and payments from the Middlesex County Council. There is no endowment. The County Council is financially responsible for the maintenance of the School.

The School fees, £6.7.6 a year, seem to be suitable.

As is usual in the case of Middlesex County Secondary Schools the Governors submit a yearly estimate of the income and expenditure for the approval of the Middlesex Education Committee.

It would make for the welfare and the higher efficiency of the School if a larger sum of money were set aside each year for the remuneration of a highly qualified Assistant Staff.

SCHOLARSHIPS AND EXHIBITIONS.

There are no Scholarships specially connected with the School. But a certain number of the pupils are County Scholarship-holders.

There are no special Exhibitions: one or more Leaving Exhibitions connecting the School with places of higher education would be of great assistance in the development of the School.

PREMISES AND EQUIPMENT.

The School is carried on in temporary premises in Broomfield Park. It is understood that within a year the School will be transferred to new, satisfactory, and permanent premises.

STAFF.

The Head Master possesses high academic qualifications, and his work in the School shows that he is an exceptionally able teacher of Mathematics and Science. The general organisation of other important sides of the School work is less satisfactory, and considerable improvement is desirable.

The Assistant Staff already contains the nucleus of a competent and useful body of teachers. But it is of the highest importance that the School should be so staffed that there is expert guidance available for each subject or group of subjects in the Curriculum, and, when the School has been thus staffed, that the competent members of the Staff should be adequately consulted in their special province. In at least one subject at present the course of work, the methods, and the choice of books, point to defects both in the staffing and in the general organisation.

The salaries of the Assistant Masters are low. The Governors should bear in mind that teachers of experience and sound Scholarship will require adequate remuneration.

CURRICULUM.

The Curriculum includes most of the subjects usually taught in a Secondary School for boys. An excellent start has been made in certain subjects, and in particular in Mathematics and Physics. But there is a danger that other equally important subjects necessary for a broad general education are not treated with the same attention, and that the pressure of the time-table in favour of the Head Master's special subjects does not give the other subjects a satisfactory chance of attaining to the same degree of excellence. This point is specially important in

view of the fact that the majority of boys who have left the School enter commercial life and are therefore equally in need of attaining a good standard in such other subjects as Modern Languages.

Special attention is drawn to the suggestions and criticisms contained in the following subject reports.

SUBJECTS OF TEACHING.

Religious Teaching. Suitable arrangements are made for instruction in the Bible, and as far as it was possible to form an opinion, the work appeared to be satisfactory.

English. Some good work is being done in English, though the standard both of teaching and achievement is nowhere high. The Master who is mainly responsible is a precise and accurate teacher, and is fully capable of managing and interesting large Classes; but it may be hoped that, as the School grows, he will be assisted by a man of higher scholarly attainment and wider intellectual experience, who may be better able to advise as to the choice of books, the methods of teaching, and the proportion of effort to be applied to the various branches of this important subject.

Speaking generally the work is somewhat unsystematic, and there is a loss of energy due to the want of definite relationship between the study of the language and the study of the books selected for reading.

To be more precise, the written exercises should bear more directly upon the subject matter of the books read, which should, themselves, also be used to illustrate the lessons in formal Grammar rightly placed in the scheme of work. The learning of English poetry by heart should also be more systematically insisted on, especially in the case of the younger boys.

It should, however, be stated that as far as writing, spelling and accurate expression are concerned the work does not fall below the average, and that the few lessons heard during the Inspection showed the boys to be keen and interested in their work.

In the lowest Class which is efficiently taught by the Form Master, much more reading aloud should be done, and less attention paid to the definite teaching of English Composition. In fact in the scheme of work generally, the amount of reading might be advantageously increased.

Throughout the School it would be wise to discontinue the use of the so called 'rough note books' which appear to encourage the recording and preservation of untidy and slovenly work, which is liable to be reflected to some extent in all the written exercises.

The choice of books is, on the whole, suitable.

History. The History teaching above the lowest Form is shared by three Masters, the English Master taking the highest Form, a newly appointed Master with special qualifications in History the greater part of the middle School, and a French Master one of the lower Forms. This arrangement would work quite well if there were a plan of work on which all were agreed, but unfortunately this is not the case: for though a new Syllabus has been recently drawn up by the special History Master it is not being generally followed. This is a condition of things that will doubtless be set right without delay.

There was no opportunity of hearing any of the work in Form VI, but the lessons heard in IVa and IVc were fully satisfactory. The Master knows his subject well, and is a good Class teacher who keeps his boys attentive and

interested from the beginning to the end of the lessons. He expects them to take notes as the lesson proceeds, and encourages the making of historical maps in books kept for the purpose. In IVb the teacher followed closely the lines of the text book and the lesson heard consisted of a long series of oral questions and answers.

The text books in use, though they contain all that is necessary are not attractive or interesting, and possibly better ones may be found. There is perhaps a tendency in the School to attach too little importance to the use of any text book in History, and to rely mainly on the teacher's notes. This is a mistake, in that a boy is apt to treat lightly a lesson in which he is not expected to do a large share of the work for himself, while a useful opportunity of training his faculty for intelligent reading is liable to be lost.

Owing in part to the want of correlation of the English and History Syllabuses and of co-operation among the teachers there are too few opportunities of doing written Historical exercises.

The advisability of some reorganisation in the arrangements for the teaching of English and History might well be considered, and some remedy found for these defects which seem to have arisen, not from any reluctance on the part of the Staff to work together, but from the want of adequate guidance.

Geography. The teaching of Geography has recently been entrusted to a Master who only began his work with the present term, so that a criticism of its results can scarcely yet be offered.

He has specially qualified himself to deal with his subject on rational lines, and while treating Geography, from the beginning, on a physical basis, he is not inclined

to neglect the topographical side of the subject.

The lessons heard were uniformly good, and it appeared that the boys are not allowed to neglect their share of the work. They have a good text book which they are expected to know, and the drawing of maps both physical and political is a regular exercise which is carefully exacted.

Altogether the prospects of a high standard of excellence being attained in this subject are very encouraging.

French.

The standard of work in French is not very satisfactory. There is no evidence in the Classes inspected that a consistent plan of work has been drawn up, or is allowed to be carried out. It is clear that the Modern Language Staff required strengthening, and that full opportunities must be given to a fully qualified and thoroughly competent teacher for carrying out the course most suitable for the School. The teaching is at present in the hands of two Masters of whom one takes a great deal of trouble over his work, and appears to be capable of doing sufficiently satisfactory work under favourable conditions; the other teacher, a recent appointment, does not appear to understand yet what is meant by modern methods of teaching a living language.

The plan of devoting some of the time to the singing of French songs is a good one.

German.

The teaching of German is in most directions very unsatisfactory. The subject, as it is taught at present, is hardly worth doing. An antiquated book embodying all the pronounced features of the old or "dead" method has lately been supplied to the German Classes, and this old-fashioned

elementary book was found in the hands of one of the senior German sets containing pupils who had been taught for two years previously out of another book implying a method diametrically opposed to this one. The ground work necessary for a sound elementary knowledge of German appears to have been seriously neglected, especially the important matter of pronunciation. The subject is clearly suffering from lack of expert guidance, and the existing arrangements reflect on the general organisation of the School.

Latin. Latin is taken in three sets by a few boys from each of the Forms above IVb: there is no reclassification, each set representing a single Form. The work is divided between two Masters, neither of whom is qualified to bring it to a high standard. Only two boys are able to read such authors as Ovid or Vergil, and their work did not appear to be done with thoroughness or accuracy.

The teaching in the lowest set, which was seen, was very painstaking and conscientious; but the chief point of value in the now generally accepted system by which grammar is taught 'pari passu' with translation is entirely missed, owing to the complete want of connection between the text book of grammar and exercises, and the translation reader in use.

If this defect is remedied and a teacher appointed well qualified to take the higher work, progress will undoubtedly be more rapid, and a better standard attained.

What was seen of the written exercises was not without promise, and the work of correcting them appeared to be carefully and conscientiously done.

Mathematics. The Senior Mathematics of the School is in the hands of the Head Master who is both an able Mathematician

and an excellent teacher. Considering the short time the School has been open, the standard of work already reached is extremely good. The boys of Form VI have been through a course of Trigonometry including solution of triangles and four boys have started Co-ordinate Geometry.

The boys are keenly interested and they displayed a clear and accurate knowledge of their work.

Mathematics promises to be a special feature of the work of the School.

Science. A course of Nature Study is taken in the lowest Form, Chemistry and Physics are taught in the higher Forms.

The work already reaches a good standard and in spite of the very limited laboratory accommodation some excellent practical work has been done. The Head Master has devoted much thought to arranging practical exercises in Physics.

When the School has proper facilities for Science teaching, the work should rise to a very high standard.

The boys' note books are well kept and carefully corrected but more attention should be given to the cultivation of a good style of English.

Art. Drawing is taught under difficult conditions. There is no room in the present building with adequate floor space for a large Class in Model Drawing.

The work seen consisted chiefly of Model Drawing and Brush Drawing with some simple Design.

The responsible Master has been in charge of the work for a short time only. He is interested in the subject and his work is promising but, if it is intended that he should take permanent charge of the Art work of the School, it is important that he should improve his own knowledge of the subject..

Manual Instruction. There is no workshop attached to the School, but one Class of twenty boys attends for instruction in Woodwork at a Centre attached to an Elementary School about half a mile distant.

The instruction is satisfactory.

Music. Class Singing is taught to the Third and Fourth Forms by a qualified Master. Instruction is given in the Tonic Solfa, and there is suitable practice in sight and time tests.

A good selection of School songs and glees is taken, and, more perhaps with a view to improving French pronunciation than as a musical exercise, a book of French songs is in use. The standard of Singing attained is not yet high, but the time given to this subject is profitably spent.

Physical Exercises. The boys are put through a satisfactory course of Physical Exercises by one of the Form Masters, who deal with this subject in a thorough and effective manner.

It would be of great advantage if arrangements could be made for giving more frequent, but short, lessons, in this subject throughout the School.

INTERNAL ORGANISATION OF SCHOOL.

There is an Entrance Examination into the School, but the standard of admission has not yet been put very high.

The School is included in the general arrangement made by the County with the University of London for the Inspection and Examination of Middlesex County Schools.

The internal organisation of the School appears to be effective.

No arrangements have been made yet for providing a School dinner at a reasonable price for those boys who are unable to get home for their mid-day meal.

There is at present no system of Medical Inspection and Physical Measurements; the School authorities will do well to take into careful consideration these matters of great importance to the health of the pupils.

CORPORATE LIFE OF SCHOOL.

There are the beginnings of a monitorial system and in this and other ways the elder boys should get opportunities of learning very important lessons of self-reliance and responsibility.

A satisfactory proportion of the boys join regularly in the organised games.

The School is too young to have developed many School Societies, but there is already a Debating Club open to the pupils in the higher Forms.

CONCLUSIONS AS TO GENERAL EFFICIENCY.

The growth of the School has been most satisfactory, and the success in this direction should be very gratifying to the Governors, who have taken great interest in their School. The School has already shown that it met an urgent need in the educational scheme of the neighbourhood. The future development and staffing of Southgate County School call for the most serious consideration of the Governing Body.