

DEPARTMENT OF EDUCATION AND SCIENCE

REPORT BY H. M. INSPECTORS

on

WYMONDHAM COLLEGE

WYMONDHAM, NORFOLK

(With Special Reference to Organisation and Management)

Inspected 22 February - 2 March 1972

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PART I

INTRODUCTION

1. Wymondham College is a maintained, co-educational, boarding and day school of the Norfolk Local Education Authority with a largely selective entry. Of the present total of 1,358 pupils approximately 700 are boarders. There are 248 students in the sixth form (see Appendix 1).
2. Admission is normally based on the selection test for grammar school entry at 11+ with a further intake of about 30 boys and girls at the age of 13. The boarders come from widespread parts of rural Norfolk or have qualified by erstwhile residence in the county. The day pupils are from a catchment area which includes the districts of Costessey and Hellesdon (in that part of the Norwich fringe where the Authority at present has no grammar school) as well as villages immediately east of Wymondham, and a large fleet of buses is required to meet daily transport needs.
3. Until September 1971 the boarders and day pupils were organised as 2 separate schools up to the sixth forms, where they were combined. The boarding school, known as Wymondham College, and the day school, known as the County Grammar School, were controlled by the same head. There were, however, serious staffing anomalies as well as differences in the lengths of the working weeks and of the school terms (cf PART II). The present Warden, who was appointed in January 1971, saw these as problems which needed urgent attention.
4. The following changes were introduced at the beginning of the current school year:
 - a. the dates of the school terms were made the same for the day pupils as for the boarders;
 - b. Saturday morning attendance became optional for day pupils;
 - c. classes in each of the first 2 years were mixed and unstreamed, with the aim of providing in future a broad common curriculum for the first 3 years;
 - d. the same optional courses starting in the fourth year were open to boarders and day pupils alike;
 - e. the 2 schools were organised as one with a linking through social activities of boarding houses and day houses, which were ultimately to have new names. First year day pupils were attached to boarding houses for dining and tutoring purposes;
 - f. progressive abolition of single sex boarding and day houses was instituted. Two girls' boarding houses occupying one hall of residence were combined with 2 boys' boarding houses from another hall to make 2 separate mixed boarding houses each of double size and with twice the staff. Other mixed residential blocks are to be formed when it becomes appropriate to do so;
 - g. attempts were made to mix boarders and day pupils from 2 consecutive years in tutor groups for pastoral care purposes. The organisation,

however, is constrained by the continued existence of single sex boarding houses and the non-availability of day staff after school and on Saturday mornings.

5. The problems of organisation and management in this highly complex situation are dealt with in PART II of this Report. The remainder of PART I deals more generally with the life and work of the school, with special reference to material circumstances.

PREMISES AND EQUIPMENT

TEACHING ACCOMMODATION

6. Most of the classrooms are housed in widely dispersed Nissen huts and other temporary buildings acquired about 30 years ago. The disadvantages of these huts were listed in the Full Inspection Report issued in 1959 which also stated: "The rate of dilapidation appears to be increasing." Whilst the deficiencies remain in the form of exposed and draughty corridors, unsealed concrete floors, unsatisfactory noise insulation, inadequate heating, and acute shortage of cloakroom facilities and storage room, the condition of many of the buildings has worsened. Maintenance and replacement have not kept pace with steady and inevitable deterioration of the fabric, and from the point of view of accessibility, general character and suitability much of the teaching accommodation is now unbelievably bad.¹

7. Various rooms, notably those used for science, art, music and careers, have at times been affected by roof leakage or flooding, with consequent damage to stores. In several science rooms rain water entering the roof runs along electrical cables and drips from mains light fittings on to benches. Extensive defects and electrical hazards make the physics and chemistry laboratories unsatisfactory for teaching and possibly dangerous.

8. In the biology department, where natural lighting in 2 rooms is extremely poor and the condition of the electrical wiring presents a fire hazard, a serious health risk is introduced by the presence of wild rats. One was seen in the animal room, which cannot be made secure against wild rodents. (The kitchen staff, who work in conditions which cannot be regarded as hygienic, also have to deal with infestation by rats, more frequently during the winter months.)

9. The teaching staff have done much to improve their environment in the craft block, which is brick-built, but the huts used by other members of the new department of creative design are inconveniently sited a considerable distance away.

10. The "new" block containing a drama room and 5 classrooms is part of an uncompleted building intended for short courses and conferences. More effective use might be made of it if the drama room, which is now used as a classroom, could be freed solely for drama and furnished accordingly, and the remaining rooms used exclusively by the English department.

¹ Since this report was prepared, the Department has authorised the inclusion of a building project in the Authority's 1972/3 Preliminary List at a cost of £80,000 which will enable the Authority to make a start on replacing unsatisfactory accommodation at the College.

11. The worst features of the teaching accommodation mentioned in the last Full Inspection Report were remedied by provision of a modern detached block for indoor physical education, comprising a gymnasium, sports hall, swimming pool, and squash court, with changing rooms for pupils and staff. Unfortunately, during the Inspection a fire devastated the gymnasium and put out of action the rest of the complex. When restoration is being planned consideration might be given to providing an additional indoor working space for use as a dance studio, which would be a great asset.

12. The playing fields are spacious, naturally landscaped and well maintained. However, the hard surfaced area is insufficient and more hard tennis courts are required, which could also be used for other games.

13. Given classrooms of almost uniformly uninviting character particular importance might be attached to the proper provision of attractive furniture and equipment appropriate to the pupils and the work they do. Yet, apart from the "new" block, one of the modern language rooms and 2 of the rooms used for geography, the huts are supplied with old-fashioned iron-framed dual desks some of which are believed to have been discarded by primary schools and are too small for the pupils who use them. Much more should be done to ensure that deprivation in terms of buildings is not matched by deprivation in modern materials and fittings.

14. Blackboards are so often small, high up or indistinct that it is surprising how little has been the impact on the school of the use of overhead projectors with their considerable advantages over more traditional ways of presenting material to the pupils. Display boarding is in short supply, especially in the "new" block.

15. Some deficiencies in equipment for needlecraft and music, and some desirable teaching aids in one or two other departments were discussed during the Inspection.

BOARDING ACCOMMODATION

16. Four halls of residence have been erected since the last Full Inspection Report in 1959, making a total of 6. Each normally accommodated 2 houses of 64 pupils, 3 pairs for boys and 3 pairs for girls, with a kitchen for each pair. The design lent itself well to the limited reorganisation introduced in September 1971 for the formation of 2 co-educational halls. (See INTRODUCTION, paragraph 4.f.)

17. The accommodation includes dining hall (2 combined to make one in the case of mixed houses), common rooms and dormitories. The largest dormitories of 8 beds are for younger pupils, the smaller rooms accommodate the older ones, while members of the Upper Sixth have single rooms. The buildings are light and airy, well decorated and maintained.

18. The accommodation in the halls for resident staff is generally very good; the chief weakness is that junior staff do not have separate access but must use the pupils' staircases. On the pupils' side there is some lack of provision for the privacy and private study which have become so essential for fifth and sixth formers. These needs may to some extent be met as the school begins to develop the use of upstairs accommodation into something more resembling common practice

in the boarders' own homes. The houses are at present on average 6 short of full establishment, making it possible to set aside an additional room upstairs as a quiet room.

19. Catering is centrally organised and staffed so that the school has access to some of the advantages of central feeding. The central kitchen is not only responsible for the midday meal for those day pupils who take it (in the adjacent canteen) but also makes all the arrangements for boarders' food, which is cooked in the 6 separate kitchens. The planning and administration of the catering service need reviewing with the aid of the Authority's advisory service.

20. In the central kitchen, where there is no proper provision for hand-washing, equipment dating in part from 1946 and old-fashioned sinks with worn wooden draining boards are used under conditions which preclude satisfactory standards of hygiene. It seems impossible to prevent wild birds and rats from gaining access to the building, which is understood to have been condemned by the County Medical Officer.

21. The sanatorium is accommodated in 2 Nissen huts, one of which is inadequately equipped for the purpose and used only in emergencies. The other normally contains about 15 beds in the boys' section and a smaller number in the girls' dormitory.

22. There is some evidence that amalgamation with the day school has produced an increased load on medical facilities designed for boarders only. As there are only 2 full-time nursing sisters the school would be well advised to seek additional help through a nursing agency when necessary. Consideration might also be given to the provision of more general assistance with administration and office work.

LIBRARY

23. Responsibility for the library is currently held by the Head of English who also runs the College bookshop in an enterprising attempt to stimulate interest in books. Part-time help in the library is provided by an unqualified assistant for a short period after school, and help is also available from selected members of the Lower Sixth. The annual allowance for books is £500, a figure which has remained unaltered for the past 10 years.

24. The stock of over 10,000 volumes is neatly arranged in a Nissen hut which provides accommodation for the library, a room for the College bookshop and a small work room for the library assistant. Unfortunately the hut is not conveniently situated for the whole school.

25. The main library area consists of 2 linked rooms, each of which contains non-fiction. As this area has to be used for sixth form private study, one room contains a specialist sixth form library and the other a general library for use by the rest of the school, the only section common to both being Biography. From an organisational point of view one non-fiction library would be easier to control and it is recommended that the 2 non-fiction sections be merged. All works of reference might then be grouped together for easy access and use.

26. Some subjects are particularly well supplied with aptly chosen modern source books and critical writing, although there are gaps. In view of increasing interest in linguistics at school and university, some thought should be given to

developing the language section. In certain subject areas there is a proportion of older, out-of-date material which might be misleading if used uncritically. Heads of Departments, in collaboration with the librarian, could perform a valuable service by careful examination of existing stock with a view to weeding out older books.

27. An author card catalogue, using Dewey classification, is provided for readers. The subject catalogue is not available as it is retained by the librarian as a shelf-order catalogue. If the best use is to be made of the books, especially as project work develops, a subject catalogue suitably cross-referenced should be available for all library users. This would not exclude the retention of a shelf-order catalogue by the librarian.

28. There is a small but adequate fiction library with rather more provision for juniors than for older pupils; other fiction is available to boarders in the form of sets of County Library books (cf paragraph 48). Standard works of fiction likely to be relevant on Advanced level courses are shelved in the English section. Regular review of magazines for extra-curricular reading and periodicals suitable for general and specialist sixth form work is desirable.

29. A highly commendable amount of work has been done to bring the library up to its present standard. Nevertheless if the library is to develop, it is unrealistic to expect suitable reader service without adequate help for a school of this size. The appointment of a tutor-librarian with a time-table suitably arranged to acknowledge the demands and importance of library work is strongly recommended.

STANDARDS OF WORK

30. The pupils follow a broad curriculum until the end of the third year after which optional courses (of 2 years duration in future) will be taken to the standard of the General Certificate of Education at Ordinary level. During the present transition period curriculum anomalies from the former organisation in 2 separate schools are being phased out, eg one-year courses in history and in economics in the fifth year will cease. On the other hand the proposal to return to alternative 5 and 5½ day curricula next September will again restrict the range of subjects in the first 3 years and the choices available in the fourth and fifth years. The arrangement of proposed optional subjects for September 1972 is shown in Appendix 2.

31. The situation with regard to religious education is particularly unfortunate. Under the organisation which is coming to an end this year the subject is being taken in the external examination by pupils in 4 one-year fifth form courses and one 2-year course, a total of well over 100. Under the organisation likely to come into force next year those choosing the 5 day week will not have the opportunity of taking the subject at Ordinary level, while even for those choosing the 5½ day week the inclusion of religious education as an option instead of its being a compulsory subject means that it will be taken by one group only and this group seems likely to consist of fewer than a dozen pupils.

32. Late entry boys and girls who transfer from secondary modern schools in their third year, but have not previously studied French, do not take a modern language. It is suggested that the opportunity to study a foreign language should be offered to all pupils who come at 13+. The language need not necessarily be French and the external examination taken might be the Certificate of Secondary Education instead of the General Certificate of Education.

33. A wide variety of sixth form courses is organised to meet as far as possible the requirements of the students. The resulting teaching groups are generally of reasonable size, although because of staffing problems 2 English sets in the seventh year are combined for much of their time to give a class of 35, which is far too large at this stage. The number of students taking German in the sixth form is rather small, but the situation may change if this language becomes an option for more pupils from the third year. There seems to be surprising wastage, mainly of boys, in the later stages of the modern language courses.

34. There is, remarkably, no demand as yet for mixed programmes of arts and science subjects. The only groups which contain both arts and science students are those into which the whole sixth form is divided for compulsory general studies. This is a well planned course which is taken seriously by staff and pupils and is of considerable value in the general education of the boys and girls.

35. As detailed assessments of the work in each department have been agreed with the staff concerned and sent to the school, only a short commentary follows.

36. With few behaviour problems in the classroom, the teaching strength of the staff is reflected in work which in many departments is above average. The school has examination aims very much to the fore and the pupils work diligently to that end.

37. There is naturally considerable variation within large departments and if it is said that much of the work in religious education, English, mathematics and science is above the level often seen this does not mean that work of a highly acceptable quality is not to be found in other areas of study, including aesthetic/creative subjects. The programme and organisation of physical education, too, meets more than adequately the educational and recreational needs of the pupils.

38. Although standards of industry and seriousness of purpose are well established, work of real distinction is rare. In some departments the pupils need more encouragement to develop their powers of selection, interpretation and application. Work of greater scholarship might emerge from a situation in which the pupils generally are stimulated to do more for themselves.

39. Integration of work within fewer and larger departments is one of the school's objectives but one which will take time. In the new department of creative design radical course changes have brought only tenuous links between relatively autonomous departments of craft, technology, home economics, art and needlework. In science there is room for further co-ordination between the separate departments of physics, chemistry and biology. Until classical studies and Latin (with their desirable links with history and religious education) are more firmly established it may be difficult to evaluate their present association with other languages.

40. The religious education department is not only committed to various areas of school life outside the classroom, eg planning and conducting services in College Chapel, help with daily assemblies, co-ordinating the school's developing social service programme and co-operation with 3 visiting chaplains, but also makes a contribution to health education and counselling. Some aspects of health education are dealt with in the fifth year course on personal relationships, but there is much to be said for setting up a wider and more co-ordinated counselling service to which staff from various relevant departments, including those of biology, physical education and home economics, might contribute.

41. Although several teachers share responsibility for careers guidance below the sixth form no special time is allocated to staff or pupils for this work. It is not surprising that a positive careers programme, less dependent on the initiative of pupils, has yet to be devised and a pupils' record system effectively implemented. More might be done through the tutorial organisation described in the next section.

42. Comprehensive records of employment entered by pupils on leaving school were not available during the inspection. In the past 2 years 51% of all leavers have entered some form of further education and of these almost half have enrolled for courses at technical colleges; 15% of leavers have gone on to study at university or polytechnic.

COMMUNITY LIFE

43. The school is making radical changes affecting its life-style and ethos. Although these changes have not yet had their full effect, greater freedom and responsibility than before are given to staff at all levels and to pupils of all ages. House committees have been formed, consultation between staff and sixth form students takes place and the head boys and head girls of the houses meet regularly with the Warden to represent pupil interests to him.

44. As only day pupils in the first and second years can dine in the boarding houses a well thought-out plan for further integration of day pupils into the residential system is needed. Some of the older non-resident students who were strongly committed to their former day school are slow to adjust themselves to the new situation, and those sixth form members with supervision duties find difficulty in coping with a more widely dispersed site than the one to which they were accustomed.

45. Each house has the use of the sports complex and swimming bath for one evening a week and for a period each Sunday. Various physical activities cater well for the boys' interests though less satisfactorily for the girls; about 90 boys belong to the 3 sections of the voluntary Combined Cadet Force.

46. A very large number of clubs is listed which meet in the 2-hour period between the end of afternoon school and the evening meal, and also briefly in the lunch hour for day pupils. Some of these may not be sufficiently well attended to justify expenditure of staff time on them and the facts of the situation should be investigated.

47. Every Saturday evening a film from an appropriate list for the year is shown, attendance being optional. The quality of the sound reproduction is poor enough to reduce enjoyment, and it must be recognised that the maintenance of portable film projectors is an expensive matter. A senior dance also takes place each Saturday evening for which enthusiasm and support vary. On the other hand, one of the regular dances for first and second year pupils was seen to display that enjoyable activity which is the hallmark of good recreation.

48. Each house has a set of 100 books which from time to time are passed from one house to another. The titles seen suggested that many of the books are less suitable than the collection of young people's fiction in the school library and there might be advantages in making the school librarian responsible for the house libraries.

49. Contact between the school and parents is increasing. A particularly welcome innovation is that they are now permitted to visit children who are ill in the sick bay. More telephones are being installed and this should make it possible for pupils to speak to their parents at convenient times. Week-end home leave is being introduced, including some overnight leave. Freedom for boarders to visit homes of day pupils will help to foster the integration which is desired.

50. The front line for pastoral care by staff is the tutor, who is responsible for a group of about 15 pupils. He has daily formal contact with them and a discussion period each Monday; in practice he has much more informal voluntary contact, following general principles indicated in a document issued by the Warden.

51. The resident staff provision for each house consists of a house master/mistress, whose wife/husband may or may not have responsibilities in the same house, 2 unmarried resident assistants and a matron who has some supervisory as well as domestic (but not medical) responsibilities. In addition 2 non-residents, drawn from about 24 who live in accommodation provided by the school in the grounds, take some of their meals in the house and share the house duties.

52. Altogether 65 teachers are resident out of a total full-time staff of 85. The general quality of the house staff seems good and in particular the men and women working in the co-educational houses appear appropriate for their special role. The provision of supporting services might be explored in view of the growing administrative responsibilities of house masters/mistresses. Not all members of staff have had previous boarding experience and there is marked variation in their response to the demands of boarding school life in such an isolated community.

53. This is a very large mixed boarding school with most of its buildings in the form of widely scattered huts. Its problems of supervision are uniquely difficult. Many outings and excursions, both sporting and educational, make considerable demands on staff time. Supervision of the sports complex and social gatherings in the evenings is a formidable task. There is a need for increased provision of constructive activities for the pupils at the weekends, when fewer staff duties of a prescribed nature and more informal contacts and goodwill between teachers and taught may help to strengthen the warmth of relationship and depth of understanding which are implied by the term pastoral care. The school's staffing requirements should be regularly reviewed in order to cope adequately with these problems, which are difficult to quantify, as well as those arising from fluctuations in numbers on entry, in the third year and in the sixth form, the inequitable distribution of duties and allowances and major difficulties of organisation discussed in PART II.

54. Some boarding houses are wisely being used as mixed halls for the first time, even though they were designed with this in view. The change needs to be watched carefully if unobtrusively.

PART II

ORGANISATION

55. Until recently 2 separate schools, day and boarding, operated on the same site under the same head. Joint sixth form teaching was adopted but otherwise the staffs were theoretically separate, although in practice the resources of the College staff in quantity and quality had to be deployed in part on the day school to compensate for the inadequacies there.
56. The 2 schools are now in the process of being integrated, with pupils combined effectively in years I, II and IV, while some differentiation of teaching groups perforce remains in years III and V to allow those who had embarked on different courses to continue the programme to which they were committed.
57. Full integration, however, is not yet possible, because the College remains tied to a 44-period week (with 4 periods on Saturday mornings) while the day school can only attempt to persuade its pupils to come in for the extra half-day. At present, attendance of day pupils on Saturday mornings falls away sharply as the year progresses and as the pupils move up the school, the attendance of older pupils towards the end of the year becoming little more than an erratic gesture. The present hybrid structure has built-in arrangements for its own defeat. As soon as attendance of day pupils falls below a variable critical point, staff are in a dilemma as to whether to forge ahead with new work or to content themselves with occupying those who come. If they go ahead, those who are absent fall behind, while if they settle for consolidation, as appears to be the common eventual response, those who do come feel that the effort lacks suitable reward and indifferent attendance becomes poorer.
58. The Warden fully understands the organisational difficulties to which this situation gives rise and is anxious to resolve them. Before comments are made on the interim measures he has taken and proposes to take, the precise implications for pupils and staff of the present arrangement must be examined. The school year has been unified on the College basis of 37 weeks per year which assumes attendance for a 44-period week spread over $5\frac{1}{2}$ days. In practice some pupils attend only for 5 days for 37 weeks, while some staff, without residential responsibility teach no more than their counterparts in a normal 5 day school and enjoy an additional 3 weeks of vacation.
59. This situation is clearly untenable. At all costs, a way must be found to produce equality within the school and between the school and others in the maintained system. The school should operate either as a boarding institution with day pupils integrated to the maximum extent into all aspects of its life and work including Saturday morning school, or as a normal secondary school on a 5 day basis for the full 40 weeks, with Saturday activities arranged for the boarders which are not an integral part of the curriculum.
60. The Warden is hopeful that the first of these alternatives can be achieved, but in the interim he has tried to have the time-table arranged so that the handicaps to those who do not attend on Saturday will be minimised. To this end the aim has been to programme Saturday classes to contain one period out of 4 or more per week offered to a particular group in a given subject rather than including one of the only 2 periods in subjects with less total time. Inevitably this can only be partly accomplished and in the areas in which this objective has not been reached the teachers concerned remain confronted with an insuperable problem.

61. The Warden's second interim measure has been to produce alternative 5 and $5\frac{1}{2}$ day time-tables for all years and for the options systems in years IV and V in particular. Parents and pupils are invited to opt and the indications are that only a small minority are choosing the 5 day opportunity. The crucial issue will be the extent to which those who commit themselves to $5\frac{1}{2}$ days sustain their undertaking.

62. Another intention is to make willingness to attend for $5\frac{1}{2}$ days a criterion of admission, and again, success depends on whether pressure can ensure that agreement on admission, which may not be legally enforceable, can nevertheless be made to operate effectively.

63. On the outcome of these measures, the decision referred to in paragraph 59 must be made and the trial period should be kept to the minimum possible, since the present arrangements are organisationally disastrous, with some pupils receiving significantly less than the statutory periods of schooling and with a staffing situation which precludes any equitable distribution of responsibilities and rewards.

64. Additional problems are created by the need to assimilate an extra entry of 13+ pupils, in numbers sufficient to make up one group but with varying experience in some secondary subjects which adds to curricular and time-tabling problems. HM Inspectors were led to understand that arrangements under immediate consideration in the Wymondham area, perhaps to be progressively extended to other localities, may present the school with an unknown number of 12+ entrants. If this is the intention, then the arrangement of 13+ entry should be urgently reviewed. This school has too many organisational difficulties stemming from the mixture of boarding and day pupils and from the past for it to be expected also to cope with 3 consecutive years of admission.

65. A school of this kind is inevitably complex and the planning of its programme, the devising of a workable time-table and the recruitment of adequate staff must be undertaken in advance. This implies that forecasts of intake numbers, as accurate as possible, should be made available at the earliest practicable moment and that to plan the most suitable arrangements in the areas of academic and pastoral organisation, all available relevant information about individual pupils should be passed to the school. At present, although pupils are selected on prescribed tests, the results of these are not made known to the school. More seriously still, since boarding need is one criterion of admission and since this may include knowledge about individuals vital to their effective care, it is remarkable that the school receives no information of this kind.

66. A minority of the staff are non-resident. The majority live on the site, some in separate houses, others in chalets in varying states of disrepair while numbers of single men and women live in staff accommodation in the halls of residence. In some cases the burden of residential responsibility falls heavily on individuals, while others enjoy the same or better amenities in return for a minimal share in the supervision of the boarding site. To this anomalous situation is added inequity in allowances, much of which stems from continuation, under protection arrangements, of appointments made previously to the separate schools. Time-tabling difficulties, already referred to, make it difficult, sometimes impossible, to allocate non-teaching time on a basis which takes proper account of academic, boarding or other special responsibility. The aggregation of these inequitable factors makes it impossible for the Warden to create a structure in which allowances of money, amenities and time take proper account of varying duties and are seen to do so. This is likely to lead to a sense of grievance among the overburdened and to the reverse problem that those who are undeservedly well provided are unlikely to consider moving from their comfortable situations.

67. An analysis of the staffing arrangements follows. The deployment of staff resources is measured in curriculum units, an abstract quantity which permits easy calculation and allows comparison between schools operating different teaching cycles. Three concepts on which this analysis is based are briefly explained in Appendix 3.

ANALYSIS AND DEPLOYMENT OF STAFF

STAFF-PUPIL RATIO

68. There are 86 full-time staff, including the Warden, and a small number of part-time teachers, equivalent collectively to about one extra teacher. The staff, in terms of full-time equivalents, therefore amounts to 87.

69. There are 1,113 pupils in the main school and 245 in the sixth form, making a total of 1,358. Slightly more than half of these are boarders. These figures give an overall staff-pupil ratio of 87:1,358, or 1:15.6.

70. Many local education authorities now use differential ratios for main school and sixth form pupils. The commonest sixth form ratio is 1:10 and, on this basis Wyndham College would have 24.5 staff on account of its sixth form, and, consequently $87 - 24.5 = 62.5$ for its main school. This would give a main school ratio of 62.5:1,113 or 1:17.6.

71. Another possible assumption is that the sixth form will consume staffing resources at approximately double the rate of the main school. On this assumption the staff can be separated as between main school and sixth form by dividing the total in the ratio of main school numbers to doubled sixth form numbers:

ie in the ratio $1,113:2 \times 245$ or $1,113:490$.

This would divide the staff into 60 for main school and 27 for sixth form, or 1:18.9 for main school and 1:9 for sixth form.

72. However one looks at these figures they represent resources only a little better than would commonly be found in a maintained selective day school of the same total size.

73. Were the staff to work the normal full year of 40 weeks there is no doubt that the additional responsibilities attached to a large boarding establishment would justify a lighter average teaching load and hence a better staffing ratio. The quantitative picture, however, can only inform the subjective judgments made in respect of the special features of the school, (see PART I - COMMUNITY LIFE, paragraph 53).

74. Some points to be considered are:

- i. Large independent boarding schools commonly have a much more generous staff-pupil ratio. In part, this is accounted for by the assumption, often constrained by accommodation, that the basic class size will be 20-24 rather than 30.
- ii. There are too few maintained boarding schools for comparative figures to be meaningful, especially since the proportion of boarding to day pupils varies, as does the fraction of the staff which is resident.

- iii. The total load of boarding responsibility might be acceptable if it could be more equitably spread. In fact, it is not, and in the view of the Warden and his deputy some members of staff are in a position of considerable stress, particularly near the end of term. (The school was inspected immediately after an extended half-term break.) Unless more equity can be achieved and there are inherited factors working against this, the load on the most heavily taxed staff should be lightened either by increasing the staff or by adding to the supporting services which they have.

STAFF-LOAD FACTOR

75. Calculation of the staff-load factor is difficult because of the parallel existence of 2 different cycles of 40 and 44 periods per week. On the basis of 44 periods it comes to 1.408, well above the norm for a DAY school but on 40 periods, it reduces to 1.268, within the range of values commonly found in maintained day schools.
76. Once the question of whether the school should run a 40-period - 5 day week for the normal 40 weeks or should continue with a 44-period - 5½ day week for 37 weeks is resolved, a more clear-cut picture would emerge. In the meantime it should be recognised that adding 10 per cent to the weekly load to compensate for a similar reduction in the working year may, for some staff, present an intensity of load that is scarcely supportable.
77. There is one other extremely important point on staff-pupil ratios and load. While a small number of additional pupils of convenient age can be provided for by slightly enlarging existing groups and hence without increasing the time-tabled provision of staff time, this is impossible if the increase is significant or awkward in age terms. In either case, more staff periods will be required and without additional staff these can only come from an increase in the average load. This strengthens the case for early information about numbers and for operating staff-pupil principles which the Warden knows and with which he can plan. It is a recipe for chaos and strain if increased numbers must be provided for either without approval of the properly corresponding increase in staff or with the information and approval arriving too late to permit additional recruitment.
78. Next year, for instance, the Warden expects the staying-on rate to increase so that his sixth form will grow to just short of 300. If this expectation is fulfilled he should know in time how many extra teachers he may recruit to service the needs of an additional 50 sixth formers.

SIXTH FORM/MAIN SCHOOL STAFF DISTRIBUTION

79. Whichever of the figures quoted earlier of staff "appropriate to the sixth form" are taken, there is a small subsidy from the sixth form to the main school. This is consistent with the national picture where selective sixth forms of this size commonly afford some surplus teaching time which is deployed in the main school.

MAIN SCHOOL ANALYSIS (in Curriculum Units)

80. YEAR	NO OF GROUPS	NO OF PUPILS	BASIC PROVISION	ACTUAL PROVISION	BONUS
I	7	200	67	73	+6
II	8	239	80	79	-1
III	8	225	75	79	+4
IV	8	206	69	79	+10
V	10	240	80	104	+24
<hr/>					
Whole Main School	41	1,110	371	414	+43

The distribution of bonus between years follows approximately the usual pattern which requires the deployment of more staffing resources as the pupils move up the school and the provision of optional programmes gives rise to smaller average teaching groups.

81. Anomalies are i. in the difference between years I and II, partly accounted for by year I having 200 pupils in 7 groups while year II has 239 in 8 groups, ii. the disposal of more than half of the total bonus in year V. This is owing to the need to continue a committed programme which requires 10 main groups for 240 pupils.

THE CURRICULUM

82. The programme for year III is a relic of the past, with its different commitment for boarders and day pupils including an indefensibly constrained variant which commits the 2 groups exclusively and separately to Latin or German, with the added problem of the late intake who have taken neither and for whom French is not provided except for those who have taken it in their earlier school.

83. In years IV and V, options are offered on a package basis and groups are made up of those selecting different packages. Greater flexibility operates in the sixth form programme where 15 Advanced level subjects are offered, with numbers in this year's Lower Sixth which permit the organisation of 2, 3 or 4 groups in the more popular subjects producing in all some 26 groups.

84. Next year, the options in years IV and V are on a similar basis with the added choice between the 5 day time-table (with fewer internal options) and the 5½ day (with more). Again the intention is to make up the time-table in response to pupil choice. Apart from the general difficulty of the co-existence of a dual system the weakness of this arrangement is that it will require duplicate provision of teaching. This will not matter for common core subjects if those opting for the 5 day pattern constitute approximately one or more whole groups. There will be difficulties if the numbers are less than a full group and in any case minority interests will have to be met in both systems with some risk of wasteful duplication of small groups.

85. The other change in next year's curriculum to be welcomed is the inclusion for all pupils of a choice of at least one subject from the creative/aesthetic area of the curriculum (see Appendix 2).

86. The size of the school permits the operation of systems of this kind in response to pupil choice, and skill in time-tabling makes it work tolerably well and has ensured that reasonably full use is made of most of the specialist teaching accommodation. Nevertheless it should be recognised that this type of organisation precludes significant "setting" of subjects in which such an arrangement might be desirable and, at the sixth form level especially it militates against 2 important features. i. Pupils who by virtue of unexpectedly good or bad Ordinary level results, or for any other reason, wish to change their minds may not be easily able to do so and ii. it makes more difficult the operation of mixed programmes in the areas of arts and science. While economics, growing in strength, is operating to some extent as a bridge subject, no combinations of languages and science are taken and there is great disparity in group numbers. Alternative ways of organising options at different stages were discussed in detail during the Inspection.

SUMMARY

87. Much headway has already been made in the direction of integrating what were formerly 2 separate schools. The fundamental problem of a weekly programme remains to be resolved in one way or the other so that present unnecessary strains and complications can be eliminated. The Warden has a clear sense of purpose and the capacity for essential advance planning provided he is furnished with the raw material for this purpose. This includes information about expected numbers, relevant information about individual pupils, both academic and personal, and a clear understanding of the principles by which resources will be varied to match changing demand, in terms of numbers or range of age or ability.

88. What has been achieved in the present acutely complex circumstances strongly suggests that removal or reduction of these complexities coupled with proper advance planning information would lead to an organisation which made efficient use of resources and provided satisfactorily for the varying needs of the pupils.

APPENDIX 1

NUMBERS AND AGES OF PUPILS IN FORMS

Class	Total No of Pupils	Average Age Y M			No of Pupils in the School whose ages on 1 March 1972 were:							
					11 and under	12 and under	13 and under	14 and under	15 and under	16 and under	17 and under	18 and over
					12	13	14	15	16	17	18	
11	29	12	0	B	6	10						
				G	5	8						
12	29	12	0	B	10	8						
				G	5	6						
13	28	12	0	B	7	8						
				G	7	6						
14	29	11	10	B	6	8						
				G	12	3						
15	26	11	11	B	7	5						
				G	11	3						
16	29	12	1	B	6	6	2					
				G	7	7	1					
17	30	11	10	B	12	5						
				G	7	6						
21	30	13	0	B		6	10					
				G		8	6					
22	30	13	0	B		8	6					
				G		8	6	2				
23	30	12	11	B		8	7					
				G		8	7					
24	31	13	1	B		4	11					
				G		6	9	1				
Totals C/fwd	321			B	54	76	36	-				
				G	54	69	29	3				

APPENDIX 1 continued

NUMBERS AND AGES OF PUPILS IN FORMS

Class	Total No of Pupils	Average Age Y M		No of Pupils in the School whose ages on 1 March 1972 were:							
				11 and under 12	12 and under 13	13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and under 18	18 and over
Totals B/fwd	321			54	76	36	-	-			
				54	69	29	3	-			
25	30	12 10	B G		8 10	7 5					
26	29	13 0	B G	1	6 7	9 5		1			
27	30	13 0	B G		6 8	11 4		1			
28	29	12 11	B G	1	6 8	7 5	1 1				
31	34	14 0	B G			2 13	8 10		1		
32	33	13 10	B G			12 10	5 6				
33	32	14 1	B G			8 6	8 9		1		
34	29	14 0	B G		1	5 8	9 5		1		
35	24	14 2	B G			4 7	5 6		1 1		
36	24	13 11	B G			5 7	5 7				
Totals C/fwd	615		309 B 306 G	56 54	103 102	106 99	41 49	3 2			

16.

APPENDIX 1 continued

NUMBERS AND AGES OF PUPILS IN FORMS

Class	Total No of Pupils	Average Age Y M			No of Pupils in the School whose ages on 1 March 1972 were:						
					11 and under 12	12 and under 13	13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and under 18
Totals B/fwd	615			B 309 G 306	56	103	106	41	3		
37	25	14	0	B G			6 7	6 5		1	
38	24	14	6	B G			3 2	7 5	5 2		
41	30	15	0	B G				16 2	10 2		
42	30	14	11	B G				12 6	12		
43	29	15	4	B G				5 3	8 10	3	
44	29	14	10	B G		1		9 6	10 3		
45	17	14	11	B G				5 10		1	1
46	20	14	10	B G				6 9	1 4		
47	25	14	8	B G			1	- 16	- 8		
48	26	14	10	B G				3 11	1 11		
Totals C/fwd	870			B G	56 54	103 102	116 109	110 122	50 44	3 1	

17.

APPENDIX 1 continued

NUMBERS AND AGES OF PUPILS IN FORMS

Class	Total No of Pupils	Average Age Y M		No of Pupils in the School whose ages on 1 March 1972 were:								
				11 and under 12	12 and under 13	13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and under 18	18 and over	
Totals	870			B	56	103	116	110	50	3		
B/fwd				G	54	102	109	122	44	1		
50	28	16	1	B					8	11		
				G					5	3	1	
51	16	16	3	B					2	2		
				G					4	3	5	
52	27	15	11	B					7	9		
				G					5	6		
53	28	15	11	B					10	10		
				G					3	5		
54	30	16	0	B					9	1	1	
				G					6	12	1	
55	20	16	0	B					5	9		
				G					2	3	1	
56	21	15	11	B					10	8		
				G					1	2		
57	21	15	11	B					4	5		
				G					8	4		
58	27	16	2	B					2	3		
				G					9	12	1	
59	22	15	11	B				-	-	-		
				G				2	8	12		
Totals				B	56	103	116	110	107	61	1	
C/fwd	1,110			G	54	102	109	124	95	63	9	

APPENDIX 1 continued

NUMBERS AND AGES OF PUPILS IN FORMS

Class	Total No of Pupils	Average Age Y M		No of Pupils in the School whose ages on 1 March 1972 were:								
				11 and under 12	12 and under 13	13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and under 18	18 and over	
Totals B/fwd	1,110			B G	56 54	103 102	116 109	110 124	107 95	61 63	1 9	
60	10	17	1	B G						4 2	3	1
61	11	17	0	B G						5 1	3 1	1
62	15	16	11	B G						8	4 3	
63	8	17	4	B G						2 -	5 -	1 -
64	11	16	9	B G						3 3	3 2	
65	18	17	0	B G						2 3	4 9	
66	20	17	0	B G						4 5	5 5	1
67	18	17	0	B G						3 5	3 7	
68	12	17	0	B G						3 3	1 5	
69	4	16	9	B G						- 3	- 1	
Totals C/fwd	1,237			B G	56 54	103 102	116 109	110 124	107 95	95 88	32 42	3 1

APPENDIX 1 continued

NUMBERS AND AGES OF PUPILS IN FORMS

Class	Total No of Pupils	Average Age Y M		No of Pupils in the School whose ages on 1 March 1972 were:								
				11 and under 12	12 and under 13	13 and under 14	14 and under 15	15 and under 16	16 and under 17	17 and under 18	18 and over	
Totals	1,237			B	56	103	116	110	107	95	32	3
b/fwd				G	54	102	109	124	95	88	42	1
71	7	17	7	B						1	5	1
				G						-	-	-
72	15	18	0	B							5	8
				G							2	
73	9	17	11	B							5	4
				G							-	
74	18	18	0	B							7	8
				G							1	2
75	14	18	0	B							6	2
				G							1	5
76	20	18	1	B							3	5
				G							4	8
77	18	18	0	B							4	5
				G							6	3
78	20	17	11	B							2	1
				G							10	7
Totals	1,358			B	56	103	116	110	107	96	69	37
				G	54	102	109	124	95	88	66	26

Total number of	B	360
Boarders	G	337

28.

APPENDIX 2

The arrangement of subjects is as shown:-

5½ DAY WEEK

English (all pupils)

Mathematics (all pupils)

One subject from History, Geography, Latin, German (Latin or German only if previously studied)

One subject from French or Economics

One subject from Woodwork or Metalwork or Technical Drawing or Cookery or Needlework or Art or Music.

COURSE A

Physics

Chemistry

with

Biology or Technical Drawing

or History (one subject)

COURSE B

Biology

History

with

Economics or Bible Knowledge or Art

(one subject)

It may be possible for those doing Latin or German to take Geography instead of History.

5 DAY WEEK

All pupils take:-

1. Mathematics

2. English

3. History

4. Geography

5. French

6. Physics

7. Chemistry

8. Biology

9. Physical Education, Games and Religious Instruction

plus

10. Woodwork or Metalwork or Technical Drawing or Cookery or Needlework or Art or Music.

APPENDIX 3

CONCEPTS USED IN ANALYSIS OF STAFFING ARRANGEMENTS

- a. The STAFF-LOAD FACTOR. This is an average figure for the whole staff found by taking the maximum number of periods which the whole staff could supply if they all, including the head, taught for all periods in the time-table and dividing the total by the actual number of teaching periods in the curriculum.
- b. A BASIC curriculum is one in which staff are deployed so as to produce an average group size of 27 in the main school. This is the kind of curriculum commonly found in the first 2 years of secondary schools in which a class or form is taught as a group of 30 for most of the week but is split into half-classes for one subject, usually practical, occupying about 4 periods.
- c. The BONUS, which represents the school's room for manoeuvre, and may be either positive or negative, is the difference between the actual teaching deployed on any sector and that which would be required to provide a basic curriculum.