

# Teachers and Teaching

## 1876

### The school opens

Miss Mary E. Crees (the Head Mistress – a certificated teacher of the second class) opened the Girl's part of the school (there were separate Boys, Girls and Infants school at the time) with 119 names on the books. Other staff included

- Miss Adele Carré (a certificated teacher of the second class)
- Miss Kate Lindsey (an uncertificated teacher)
- Harriet Goodall (pupil teacher of the second year)
- Amy Plummer (pupil teacher of the second year).

### HMI

The first ever visit of an HM Inspector. He spoke specially of the reading and suggested a reading scheme 'for the lower standards'. Later in the term the head speaks of the mountain of work needed to be done in advance of the school inspection. In Sept the head estimates the number of children who will 'probably' pass their examinations (St.0 30%, St.1 85%, St.2 40%, St.3 15%, St.4 19%, St.5 1%). What went wrong with standard 5?

### Ignorant girls

The girls' head writes: "I find the 2<sup>nd</sup> div difficult to get into order. The 4<sup>th</sup> Cl is composed of girls from 7yrs to 13 yrs. Most of them are very ignorant". On May 17 she comments "I find the girls very backward in writing in the lower standards". She clarifies it further "Letters badly formed and lines crooked".

### Head out of pocket

The head mistress receives notice that she personally will be held responsible for school fees in arrears. The total due to the School Board on this day was £1-8-0 and 14s.2d to the parish. There is no record if she ended up having to pay it.

### Inspectors' Report 1876

"Excepting only the 3<sup>rd</sup> class under Miss Carré, the results of the examination are far from satisfactory. Unless a much better result be obtained next year in the Arithmetic of the upper standards and in the 1<sup>st</sup> standard generally, a considerable reduction in the grant will be recommended".

Over the next five years or so the school was, broadly speaking, able to satisfy the Board that it was up to standard.

## 1877

### What happened to Pooles Park's first year graduates?

"List of girls who have left this school after making their 250 attendances":

<b>Standard I</b> – included:	
Jane Gay	(Removed to Clacton)
Clementina Nicholson	(Removed to Kent)
Sarah George	(At Service)
Florence Harris	(in the children's hospital)
Florence Martin	(Died)
Mary Powell	(At Service)
<b>Standard II</b> - included:	
Elizabeth Pooley	(Left the neighbourhood)
Ellen Mann	(In business)
<b>Standard III</b> – included:	
Mary Ann Laudon	(over 13yrs. At home)

### **Inspectors' Report 1877**

"Marked improvement has taken place here and the school has passed a good examination. Many of these children, more than 100 in the whole establishment came from private schools when the fees varied from 6d – 1s 3d per week. I certainly think that such children ought, in common justice, to be required to pay more than 2d. or 3d. a week as at present."

## **1879**

### **Complaints about teachers**

All lateness is recorded, with irritation, by the Head of the girls' school. She complains often her pupils teachers, and most often, around this time, about Amy Plummer. The sort of complaints being are that they do not keep order (especially in the dinner queue), that they are ill prepared when expected to give a model lesson and that they 'neglect their studies'. Amy Plummer obviously pushed Miss Crees too far and, after a year or so at the school, had her engagement terminated on Christmas Eve 1880.

Annie Speight, the pupil teacher for the 2<sup>nd</sup> Years, was another case in point. She was singled out for attention in the Government report of 1881 and given notice to improve. Things did not get better immediately. Miss Crees writes that: "She frequently neglects the little arrangements of the rooms which she should attend to" (24.7.82); she has "frequently disobeyed me in the matter of striking the children" (14.6.83).

## **1880**

### **Punishment**

A child in St.1 (Mathilda Seeby?) was today (5.2.80) whipped before her class for taking money out of the pocket of the girl next her.

This girl got away lightly: one child caught taking money from a teachers desk (3.12.80) was sent home and reported to the board with a recommendation that she be sent to a reformatory.

## **1883**

### **Report and Assessment for 1883**

In the Assessment of the School for 1883, for the purposes of the Merit Grant, the boys school was deemed to be 'Good', the girls 'Excellent' and the infants 'Good'.

"The Girls' School is well organised and well taught. The discipline and Music are good. The general quality in the Elementary subjects is excellent.

## **1886**

### **Miss Crees complains about the HMI**

"I consider the examination of the St.1 unsatisfactory. The examiner Mr. McGregor entered the room at 9.30 and left at 10.00, having, during the half hour, taken slate arithmetic, mental arithmetic and dictation. The time given was too short for such young children to do their work properly".

## **1888**

### **Exceptions**

The 'exceptions' were examined on a three monthly basis. The list included the following:

	<b>Feb 25<sup>th</sup> 1887</b>	<b>Nov 30<sup>th</sup> 1888</b>	<b>Aug 1889</b>
Eliza Loosemore	Cannot speak properly. Incapable of learning.	Incapable of learning. Almost imbecile	Imbecile
Emma Allan	Dullness of intellect		
Elizabeth Smith	Very dull. Often absent from illness.		
Elizabeth Windus	Very delicate. Often absent from illness.		
Adelaide Windus	Very delicate. Often absent from illness.		Left the school

Georgina Burgess	Weak spine. Must not be forced		Weak spine. Must not be pressed
Charlotte Gast	Dullness of intellect. Can't learn		
Matilda Fisher	Exceedingly dull – very delicate		Obvious dullness, seems incapable of learning. (Bad parents).
Ellen Taylor	Very delicate, defective intellect		
Amy Papworth	Weak eyesight		
Ada Bereford		Trouble with pains in the head – unable to do the work	
Amelia Hepburn		Delicate health. Mother objects to her being kept steadily at work	

## 1896

Pooles Park Teaching Staff for 1896-7 fixed at:

- Head – a first class certificated teacher
- 3 x second class certificated assistant teachers
- 1 x Probationer
- 1 x Asst (unt)
- 2 x 3<sup>rd</sup> yr (senior) pupil teachers
- 1 x 2<sup>nd</sup> yr pupil teachers
- 1 x 1st yr pupil teacher

### Pupil Teachers

Children as young as thirteen helped the teacher to control the class. These “pupil teachers” scribbled notes for their lessons in books. They received certificates which helped them qualify as teachers when they were older.

## 1898

### Viscount Morpeth<sup>1</sup> closes the school down

The December of 1898 was evidently a cold and wet one. There is much reference to the ‘poor attendance and lowering of standards’ occasioned by the weather. One real problem cited in the journal is the children’s lack of suitable footwear – boots. “The [class] rooms have been warmed only by having the gas alight – a method which in a short time, vitiates the in a marked degree’.

The school was eventually closed down on the orders of Viscount Morpeth, Chairman of the Works Committee, for two days owing to ‘the failure of the heating apparatus’. Even when the school reopened, the Head, thinking that the school seemed warmer, recorded average temperatures in 4 out of the 6 rooms of only 46. Heaven knows, if this was warm, what it was like before.

### Boots

A lack of boots is given as a reason why ‘great irregularity prevails in the lower standards’. Someone donates some money for the provision of boots. Even by 1909 the head writes “ the condition of some of the girls’ boots make it impossible for them to attend [school]. 25<sup>th</sup> May 1909.

## 1901

### Teachers’ Pay Rises

Salary increases are announced ranging from Miss Linden’s (Head) from £189 to £193 to Miss Groome’s (Teaching Asst) £80 - £83.

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<sup>1</sup> **Viscount Morpeth** or Charles James Stanley Howard, 10th Earl of Carlisle, DL (1867-1912) known as Viscount Morpeth from 1889 to 1911. As a soldier he served in the Boer War (as a Captain) and after working in Islington served as a later, as a Liberal Unionist MP for Birmingham South.

## 1907

### **Sport 'rouses' the girls**

Permission has been received to include organized games in the curriculum of the school.

By 1908 the school report states "the organised games have been largely instrumental in rousing the girls, and the effect of this is noticeable in the oral lessons".

In 1910, the inspectorate, referring to the range of physical activity in the school, observe that 'no opportunity is missed in keeping abreast of the times'.

## 1909

### **Teacher absences**

The head excuses herself with 'face-ache', Miss Kitchen is diagnosed with a 'nervous breakdown', and insomnia,

### **New Head – Miss A. S. Humphrey**

She undertakes to hear every child in the school read.

## 1947

### **Foreign Visitors**

- Norway - teacher
- Vienna - Nine, male, Viennese Trade Unionists, doctors and teachers visit the school under the auspices of The British Council
- Hong Kong – 2 visitors, one from a convent school
- Berlin – educational director Dr. Bochum
- Jerusalem – Education director

Rhodesia – Mrs. Pullerman

## 1958

### **Daffodil Competitions**



This was an annual event throughout the 50's and into the 80's. In 1957 however Pooles Park's daffodils were especially good as they were 'awarded the silver medallion'. Never again did they attract such attention.

Still going in 1976, the school regularly sends off to the London Flower Lovers' League for their 1977 bulbs.

There was also a summer version of the competition. In 1980 Miss Barry, veteran of the Daffodil competition, "came to judge to the nasturtiums and the candy tuft"

## 1963

### **Visits to the school from abroad**

As Miss Clark's tenure as the Head of Infants carries on there are several visits to the school by people from all over the world:

- Mauritius (Mr and Mrs Nolan)
- Kenya (Mrs Shapi)
- Finland
- Trinidad (Infant Inspectors sent by 'the ministry')

By the mid sixties, as the school appears to become a 'object' school and the visits increase from ...

- Holland (a social worker)
- New York (Miss Johannes)
- America (4 Ford Directors)

- Sweden (Dr. Briault)
- Oslo (2 lecturers)

**1974**

#### **Australian Govt Minister visits**



“Mr. Beazley<sup>2</sup>, Minister for Education in Australia visits the school”.

**1975**

#### **Yellow Class, Turquoise Class**

First mention of the current Pooles Park class naming. References to ...

- Violet
- Red
- Turquoise
- Blue
- Orange
- Green
- Pink

... soon follow.

- Brown
- Purple
- Black

classes make an appearance in 1984

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<sup>2</sup> Kim Edward BEAZLEY AO was Minister for Education in the government for 32 years, from 1945 to 1977.

# Report by H.M. Inspectors

on

POOLE'S PARK COUNTY PRIMARY SCHOOL,  
(INFANTS),

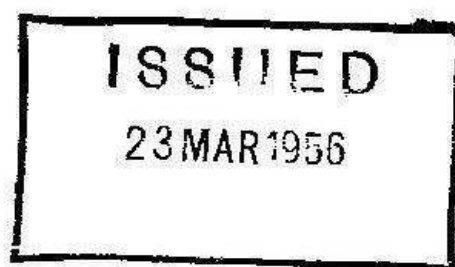
ISLINGTON, LONDON

Inspected on

12th and 13th December, 1955

## NOTES

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MINISTRY OF EDUCATION, CURZON STREET, LONDON, W.1.



The ground floor of a three-story building completed in 1939 houses the 252 boys and girls on the roll of this Department: 43 are under five years of age. The eight classes including one for children of nursery age have the use of eight rooms. None is large but all are bright and have direct access to the infants' playground.

The premises offer many advantages but there is a serious shortage of storage space. A Play Centre and later a Recreational Evening Institute use the hall and some classrooms and although they have their own cupboards their presence aggravates a problem already serious. No separate store is provided for adult chairs and trestle tables. The foregoing outline suggests that this floor is being used rather more than is desirable and that the daily work in some rooms is being inconvenienced. When money is available it would seem sensible to give the Head Mistress a room on her own floor.

The nursery unit comprises a playroom of approximately five hundred square feet with small adjoining cloak and wash rooms. The playroom is well lighted, ventilated and heated, but, unfortunately the fireplace is badly sited between two doors, one of which gives access to the infants' playground and is generally open; chilly draughts as a result negative the comfort of the open fire in cold weather. Washing and sanitary facilities consist of one fixed and three portable washbasins, a sink and one W.C; this provision is below the standard requirements for a nursery class. The storage space for beds and large play equipment is small and inconvenient in shape.

Furniture of a modern design has been supplied to three of the eight class rooms. In the other five rooms the heavy oak tables do not allow for flexibility in their arrangement; when money is available their partial replacement by light stackable furniture is desirable. Books, constructive materials, small and large toys are in good supply but the nursery children need some simple adaptable equipment, such as barrels, boxes and ladders to augment the provision out-of-doors for imaginative play and climbing. For health purposes and to prevent congestion in the play-room, the nursery children's beds are placed out of doors for the afternoon rest period at all seasons, except in inclement weather. If this good practice is to be beneficial at all times, warmer coverings than the one blanket now in use are essential.

The children are friendly and responsive; their enthusiasm for learning is a marked characteristic. The good relations which exist between the sympathetic Head Mistress and her staff and between adults and the children in their charge are the foundations of the security which pervades the school. Teachers have valuable and sound help in the schemes which the Head Mistress has drawn up and in general they are doing their best to implement them.

Each morning after a short and simple act of worship the Head Mistress takes five classes together in the hall for religious instruction. These periods are sincerely and attractively taken but the conditions in which the lessons take place militate against the fullest development of the subject.

The pleasant nursery playroom is made gay with attractive paintings by the mistress in charge and particularly interesting with living and growing things. There is a good supply of well-maintained equipment for play, experiment and instruction but some simple climbing apparatus already mentioned would be a valuable addition. The children are friendly and conversational, they gain much from the social training given and from the varied activities they enjoy indoors and out of doors under kindly care and guidance. The natural zest of many children was reduced during the inspection, however, by the fact that they had just recovered or were suffering from coughs, colds or sore throats. The nursery meal, in which a few of the youngest children from class 7 join, is a pleasant social occasion. Some detailed organisation, made necessary by the absence of a reserved outdoor space and the limitations of the nursery premises, is well planned. It is possible, however, to arrange a more flexible daily programme which would encourage concentration and a greater sense of achievement and it is suggested that this, combined with appropriate stimulating variations in the arrangement of materials, would further enrich the good work of this class.

In the infants' classes further opportunities for play and for learning by ~~being~~ ~~their~~ ~~classrooms~~ ~~the~~ ~~younger~~ ~~infants~~ ~~enjoy~~ ~~many~~ ~~worthwhile~~ ~~and~~ ~~pleasant~~ ~~experiences.~~ ~~being~~ ~~their~~ ~~classrooms~~ ~~the~~ ~~younger~~ ~~infants~~ ~~enjoy~~ ~~many~~ ~~worthwhile~~ ~~and~~ ~~pleasant~~ ~~experiences.~~

The development of oral language is helped by the children's varied occupations, by the hearing of stories, rhymes and verses and by dramatic work. The handling of gay, attractive class library books and the making of scrap books and news sheets are inciting their interest in written language. In class 7, in particular, the opportunities provided by the children's freely chosen activities for extending their experiences and developing their mental powers, are fully seized and effectively used.

The classrooms of the older infants contain much of the inviting constructive material and the equipment for experiment available in the lower classes; the children show progression and increased confidence in their use. Their daily programme provides blocks of time designed to help the teachers to plan their work and to encourage achievement and the development of sustained interests linking the incidental and the more systematic aspects of the children's learning. These periods are not always given the flexible treatment they invite and the children's work is often left unfinished. Attainment in reading and writing is satisfactory; the children are eager to master reading and to write about matters of personal interest and, where the class libraries are an integral part of their learning, the pace of their progress is good. Many children show a growing understanding of number, they calculate reasonably quickly and deal with money satisfactorily. The possibilities of developing their play and constructive work to add purpose to their exercises in measurement might be further explored.

Throughout the school, care is given to the growth of physical skills and agility and to the enjoyment of music through participation. The habit of stripping for physical education is gradually being established; teachers are now able to regard the removal of both shoes and socks as a rule. Nature displays, to be found in most classes, are encouraging the children's interest in growing things. Much of the creative work seen during the inspection was concerned with Christmas festivities and gave the children much pleasure. Particularly attractive models, illustrating the story of Christmas, had been made by the top class: the full development of enterprising sustained constructive work by the older children is undoubtedly being seriously hampered by the necessity for storing models each night and by the lack of storage space for material for large scale models.

The steady work of the staff and the continuation of their keen desire to understand and meet the children's needs, if helped by some alleviation of difficulties of storage, would ensure the school's further progress.





1978



1979





1981



1982





1984



1985