

# CONTENTS

|   |               |
|---|---------------|
| Acknowledgements  | <i>page</i> 6 |
| Introduction  | 7             |
| <b>1 EIGHTY YEARS OF CHANGE</b>   |               |
| Eighty years ago  | 11            |
| Forty years ago   | 25            |
| Today's school  | 38            |
| Change: how it came about   | 49            |
| <b>2 CHANGE AS SEEN BY TEACHERS</b>   |               |
| A head's view of change   | 63            |
| A class teacher changes from formal secondary teaching<br>to an 'informal' primary school   | 66            |
| Change as seen by a probationer moving from teaching<br>practice to her first teaching post | 69            |
| The changing attitudes towards parents  | 72            |
| <b>3 SOME EXAMPLES OF FINDING OUT</b>   |               |
| Finding out about shadows   | 77            |
| The slow learner's writing  | 80            |
| Mathematical advance  | 83            |
| Starting to read  | 85            |
| <b>4 WHAT SORT OF AN AREA DO YOU TEACH<br/>    IN?</b>                                      |               |
| What if your school is in an old run-down urban area?                                       | 91            |
| It might be more difficult on a new Coal Board estate                                       | 97            |
| The dormitory suburb isn't without its problems   | 103           |
| What about teaching in a village school?  | 105           |
| We are in an old building and we have no space  | 115           |

## CONTENTS

### 5 SOME PRIMARY SCHOOL PROBLEMS

They must get off to a flying start 122

Why take them on expeditions? Haven't they enough to do in school? 130

Surely with the really slow ones you have to slog at it 136

What do you really mean by compensatory education? 141

Deprivation. How it shows and what can be done about it 155

### 6 WHAT CAN GO WRONG? 171