

Grammar School Heads' Association

Newsletter - Edition 13
February 2013



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GSHA and Department for Education Conference 16 January

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It was good to see so many of you at the joint DfE and GSHA conference on Academy Sponsorship. It was a cold day, just before the snow and ice arrived, but we received a warm welcome at Skinners' Hall. For those of you who could not attend, you certainly missed an interesting and inspirational day. I would like to thank the GSHA's Mark Fenton, Barry Sindall and Roy Pike for working with my team to deliver such a successful event.

The venue was fantastic and we are very grateful to Simon Everson and the Skinners' Company for providing this. We had some great speakers and I thank the excellent Lord Adonis, Simon Everson (The Skinners' School), Sian Carr (Skinners' Kent Academy), Samuel Barker (former Skinners' School student and student mentor), James Taylor (former Skinners' Kent Academy student and student mentor), Gary Vyse (Hundred of Hoo Academy), Eliot Hodges (Sir Joseph Williamson's Academy), Paul Luxmoore (Dane Court Academy) and Roger Inman (Stone King) who covered subjects as diverse as the moral purpose to sponsor, the sponsor experience and the practicalities such as setting up a trust and governance arrangements.

I know many of you are actively thinking about how you might support underperforming schools, and plan to discuss next steps with your governing body. After the event we received twenty expressions of interest to become Academy sponsors, which is a clear signal that many of you are serious about getting involved.

As I said, for me at Haberdashers', it was a fantastic thing to do and the case studies presented at the conference demonstrated how Grammar Schools can make a huge impact on the lives of our children and young people. I would like to reflect on Andrew Adonis' comments about how supporting a school is one thing, but to make a real, lasting difference commitment is required through a mutually beneficial marriage. My team can help with some 'marriage brokerage' or working with you to help arrange 'the wedding' if you have already selected a suitable partner.

We explored some challenging issues together on the day in the breakout sessions. I have set out some of these and some initial responses. The Office of the Schools Commissioner will be very happy to discuss these with you or other questions you may have.

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Key Issues

Funding pressures and the staffing capacity necessary to sponsor?

Colleagues who have done it suggest that their senior leadership teams respond positively after buying in to the idea. We have a sponsor fund for which you can apply at the same time as applying to become a sponsor – the closing date for this is 31 March 2013. Project funding is also available once you have been brokered with a school to sponsor.

Geographical spread e.g. schools requiring sponsorship being too far away.

It makes sense to sponsor a local project, especially if it's your first. However some sponsors can and do sponsor academies at a distance and they just say it takes careful initial planning. Some sponsors have told us they wanted to sponsor, but not a local school, in order to avoid entanglement in local 'politics'. In some cases this can work, especially where there may be local opposition to you sponsoring.

Perception that if a sponsor does not improve the school it is sponsoring, then there would be a negative impact on their 'brand'.

We would work closely with you from the outset to ensure your sponsorship plans had every possible chance of success. If you run into unforeseen problems, we would support you in finding early solutions before any serious damage was done. Ofsted does not downgrade your own performance, if one of your sponsored schools is underperforming.

A perception that becoming a sponsor and sponsoring an underperforming school can have a negative impact on recruitment and retention of good staff.

Not so. The experience of successful sponsors is that it can help to recruit and retain the very best staff, as sponsoring provides new opportunities for staff to develop. This might include learning about challenging behaviour or other areas where Grammar Schools' teachers may have less exposure to including primary teaching.

If a Grammar school sponsors a local primary, the perception may be that pupils at the sponsored primary will be at an advantage if applying to go to the Grammar school.

That may be true but the first aim is to rapidly improve the primary schools which are struggling, so that year 6 pupils are able to do as well as other children in the same area. This is a possible perception. However chronic underperformance in some local schools is far more than a perception and we all share the same professional motivation to teach and make a difference in society. It's certainly why I became a teacher.

Parents of children at a primary which is a traditional 'Grammar school feeder' may feel their children are at a disadvantage if the Grammar sponsors and improves a neighbouring primary school.

High quality education should be available to all and it is only fair to children at all primary schools get the very best education. Working and communicating with your local community is a very important part of being a sponsor.



These are the things which are also worrying you:

Concern that large Multi Academy Trusts are swooping into areas hoovering up schools offering inducements to gain parental support such as a free travel for children.

This is an unfortunate myth. Large Multi Academy Trusts do have an important role to play in turning around underperforming schools. School-to-school improvement is equally as important and is where the majority of sponsorship happens.

Fear that resources of larger sponsors will always put them in pole position to be preferred sponsors.

The match between a sponsor and school is not made solely on available resources. The sponsor must be right for the school in every respect.

The label 'Grammar School' can be an attractive proposition for parents of children in schools to be sponsored, as a 'kite mark' for academic excellence, but on occasion can lead to the view that they are elitist and put off parents.

Part of being a sponsor is about good communication with prospective parents and the community. Grammar School sponsor case studies such as Sir Joseph Williamson's and Dane Court have demonstrated this can be done successfully.

Permanence of "contract" between sponsor and school, while vital for accountability, can be daunting especially if taking on a poorly performing school.

Strong commitment is of paramount importance to make sure schools are improved quickly and change takes place. Without it sponsorship is likely to fail.

Concerns that, if taking on a good converter, the strong personality of heads could cause issues in interactions with the sponsor.

This can be an issue but having strong heads has to be a good thing. In cases where heads do not want to change for the better, the sponsor has the powers to make changes in the interest of the academy and its pupils.

Belief that big sponsors are often led by charismatic personalities who drive improvement and that their departure could impact on performance; it needs to be about overall governance not individuals.

Yes and sponsors are accountable and trusts must have robust governance arrangements. Charismatic personalities have helped to set up some of the most successful sponsor chains but they have only done it having a strong team around them. All of our best sponsors do have succession planning well in hand as part of their growth strategy.



GSHA & DfE Conference (cont.)



The Office of the Schools Commissioner can talk to you in detail about sponsorship. Here are some quick questions and answers that came up at the conference:

- **Do you need to have a school in mind or an existing informal arrangement in place, to be put forward to become a sponsor?**
No but if you do that is good
- **Can sponsors say no to a school that the Department suggests it takes on?**
Yes, a project had to be right for all parties involved.
- **What is the difference between fast track and full sponsored projects, and who takes a view on the process to be followed in light of funding differences between the approaches?**
One is where a school needs minimal support –the other is where it is in special measures or has serious underperformance issues. We agree these issues with you at the outset of the project.
- **When will a decision be taken about the longer term future of Sponsor Capacity Fund?**
Ministers will be considering this soon
- **When in the academic year do schools convert?**
At any time, although the majority convert in September
- **Who covers legal costs of sponsorship?**
The legal costs are usually covered by the DfE project funding

All the above issues can and have been overcome, as the speakers demonstrated at the conference.

The OSC are looking forward to working with you. Please do get in touch if you have any questions. Our email address is SponsorApplication.OSC@education.qsi.gov.uk

Dr Elizabeth Sidwell CBE

Schools Commissioner for England

SEN at Poole Grammar

The mantra that all pupils have specific needs does not need to be reiterated to any Head teacher, whatever type of school they lead; selective, non-selective, boys, girls, coeducational, faith, primary, secondary or all through. We know that we need to focus on individualisation and personalisation and this is a key to pupil success and progress. We all appreciate that supporting pupils whatever their needs closes gaps and enhances life chances, hence the unremitting focus on appropriate intervention and support. There does, however, appear to be a misunderstanding by many members of the educational community outside of Grammar Schools that we don't have or need to make special needs provision for our pupils.

Looking back to when specialist schools were in vogue, we had chosen Maths and Computing as our primary specialism and then when we were able to apply for a second specialism we debated long and hard as a staff what would be the best second specialism to have an impact across the school. We knew we had excellent expertise within our team of LSAs regarding supporting Aspergic spectrum boys and those with cerebral palsy, and had developed a literacy strategy which helped support highly numerate boys who found writing a challenge. Hence we decided to apply for the SEN (Cognition and Learning) secondary specialism. This led to a whole range of initiatives to help support pupils who in the feeder schools had been no problem but had not fulfilled their potential as their special needs had not been identified. We then developed a range of strategies to focus on those boys who needed this extra support. Much of this work was done in conjunction with a local Special School just a few hundred metres down the road.

This affected the Poole Grammar School community through exposing all pupils and staff to learning methodologies that illustrated how able boys who had physical disabilities and major differences in their approach to learning could be very successful learners and so made our community the richer. This extended the repertoire of our teaching staff and developed our LSA team who would then go out into feeder schools to help break down barriers regarding the application of boys for testing. Though specialisms are now a thing of the past we are still committed to our SEN provision and are seen in the locality as a school for advice in a range of specialist SEN areas. The LSA team were awarded the TES support workers of the month award in October 2012 as recognition of the excellent work that we as a staff were doing in supporting our young people. Were there downsides in trumpeting a specialism in SEN as a Grammar School? It would be true to say that some parents thought we should not be going out of our way to support the large number of statemented, School Action and School Action + pupils we now had; in contrast the SEN parents forum has been one of the best ways to get to some of the harder to reach parents and gain good feedback about what we are currently doing or in some cases not doing. The law of unintended consequences raised its head with an enquiry by Ofqual that too many pupils had special consideration for examinations; when they examined the data and our processes we then received a very positive letter congratulating us on our systems and support.

As probably the only Grammar School which had SEN as a specialism I can say that there is tremendous satisfaction at seeing some of the boys we have supported go through the school and really fly academically once their need had been identified. All children have special needs; it is just a matter of degree, and if we can widen access by our work then the efforts we put in with these pupils is very definitely worthwhile. We would be only too pleased to share our experiences with any other school.



Ian Carter - Headmaster
Poole Grammar School

Grammar School
Heads' Association

Student coders and the iDHSB App

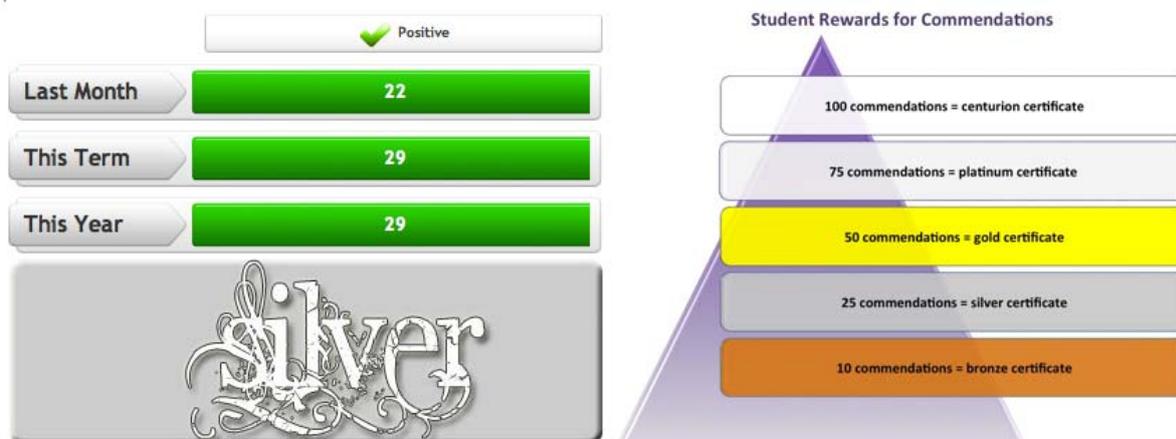
A simple question led to an unexpected response. How could we make school data even more accessible to parents and students? Steve Margetts, Deputy Head, consulted with both groups to gauge opinion. Their answer was to develop a mobile platform; a unique project had begun.

The school's VLE is supplied by Frog. Students and Parents are able to access updated information about that day's rewards, sanctions and attendance. This enables evidence-based conversations about learning and school to take place at home (see screenshot below). But were these happening frequently enough? It appeared that sitting down at a PC was a barrier to frequency.



has been awarded 29 commendations so far this year

Commendation certificates are normally awarded every Friday during registration. Further information about commendations can be found in the parent handbook.



Iwan Earley

| | | |
|------------------------|---|---|
| Points 1 | Commendation Date: 17th Oct 11 Activity: PSHEE | Fantastic contiuption to form time with movie making/editing. |
| Points 1 | Commendation Date: 13th Oct 11 Activity: | good homework - a storyboard of the Battle of Hastings |

Year 10 student, James, wanted to get involved in developing a mobile VLE for the school. He had some programming experience but hadn't worked on a mobile site or an Apple app. Undeterred, he searched the net to find someone to help with the graphic design. He found a young graphic designer on Twitter who was already undertaking freelance work for large companies across the world. James was surprised and delighted to discover that Ben was in the year above him at DHSB.

Using the feedback from the VLE users, a new mobile site was planned. James and Ben felt that an app distributed on the Apple Store would be a brilliant solution for many of our users; the only problem was that no-one at DHSB had any coding experience on Apple's mobile operating system (iOS).

Extraordinarily, within a few weeks James had mastered the basics and programmed an app with limited features that linked to some pages on the school's VLE. He learnt how to do this with the support of online materials, videos and forums. Ben then went to work designing graphics to give the site a professional look.

In order to enable James to create the required pages for the app we had to give him administrator access to our VLE. We took a risk here. James could have caused irreparable damage to our system but without access the project could not have continued.

Our development plan (see below), emphasises the importance of enterprise and creativity – both risk taking agencies. This was a good opportunity to test those principles and to trust our students to rise to the challenge.



Student coders and the iDHSB App (Cont.)

It was trust well placed.

Following successful trials and slick, “Apple-esque” promotional campaigns and videos, the free app became available in the iTunes store. iDHSB gives information about students’ rewards, sanctions, revision materials, attendance and includes their timetable and a homework organiser. The app has been downloaded over 1,000 times and reached 21st in Apple’s education charts.



Since the app’s release the boys have been receiving a great deal of interest from other schools who would like an app developed for their community. This has prompted the boys to set up a limited company, PixelBit Apps. They received support from local accountants Francis Clark. Martin Atkins, their Business Services Director, commented:

“Not only have these boys shown great technical expertise in creating this outstanding app, they have gained the skills and knowledge that will enable them to set up and run a limited company”.

James and Ben are now developing apps for other schools and they have had excellent reviews.

There has been a lot written in the education press in recent months about the advantages of privately educated students in terms of their confidence and self-belief. Our experience of this project is that the boys involved have not only developed their computing skills and understanding of business, but their soft-skills have also developed. They have undertaken meetings with accountants, bank managers and school leaders.



In December 2012, James delivered a keynote to 750 school leaders at the SSAT National Conference in Liverpool with great poise, humour and confidence, a feat he acknowledges would have been unthinkable 18 months ago.

When Rob Salkowitz stated in *Young World Rising* that three forces are reshaping the world in the 21st century: youth, ICT and entrepreneurship, he must have had students like James and Ben in mind. They have already equipped themselves for entering the jobs market in a post-globalisation era. Their website, **pixelbitapps.com**, has already led to them writing an app for one of the BBC's Apprentice contestants, Leon Doyle – an app that allows iPhone users to save money on their phone calls to 0800, 0808 and 0500 numbers.

iDHSB is the result of a creative approach to learning. Self-directed study, solving real problems with marketable solutions is an exciting vision for education. This year we have replaced the ICT curriculum in Years 7 and 8 with a Business and Enterprise course during which students learn programming skills and app design. We believe this will help embed the principles of enterprise and creativity into learning across the school.

Follow @JSA @stevemargetts @kieran_earley for updates.



At the SSAT conference with James Anderson

Literacy in a Grammar School

If you are literate (able to communicate effectively using writing and speech, to read and understand the writing of others), you are more likely to be employed, healthy, relatively wealthy and actively participate in the democratic process. No wonder then that, given the economic advantages enjoyed by countries with high levels of literacy, the government should be exercised by the decline in the nation's performance from 7th to 17th in the world, or that we should find literacy featuring strongly in the 2012 Ofsted Inspection framework. However, what is the relevance of this to schools in which all students are functionally literate and everyone obtains a C or better in GCSE English?

At Rugby High School, we screen our entrants and give additional support to any whose reading age isn't significantly ahead of their chronological age or whose spelling age is below their actual age. We actively promote reading through book groups, weekly recommendations, author visits, sponsored reads, book fayres, participation in local literary festivals, competitions... We have a student run magazine, a creative writing club, writing workshops, poetry evenings. Our staff organise debating and public speaking teams, mock bar trial and Magistrates' Court teams and entries for the student version of *Question Time*. Students regularly stand for and get elected to our local Youth Parliament, undertake work experience on local papers, get involved in marketing and advertising and undertake literacy projects with local primary schools.

There is a lot of good practice to celebrate but there are also some lacunae: some of our students have a limited active vocabulary; some find it difficult to spell commonly used words; have embryonic dictionary skills; struggle to use punctuation accurately. Not all of them, left to their own devices, would choose to read for pleasure or would look up the meaning of an unfamiliar word of their own accord or take active steps to learn how to spell it. Then there is the debate about marking. Given the very mixed experiences that teachers have of being taught how to read and write, not all teachers feel confident about assessing or correcting students' English. How can they quickly be brought up to speed? Should teachers be correcting spellings or should students? How many spellings can you ask a student to correct without seriously denting her self-confidence?

We spent a lot of time discussing expectations, areas of expertise, examples of good practice and training needs. We have written a policy so that everyone is clear about how literacy is promoted, what our expectations are, and what support is available for those for whom the Oxford comma is a beast as exotic and mysterious as any to emerge from the forests of Madagascar. We strongly believe that if there is already an excellent resource out there we should be using it rather than seeking to imitate it. The internet is crammed with such resources from the BBC to the TES. Our particular favourite is the University of Bristol's Faculty of Arts *Improve Your Writing* :-



Literacy in a Grammar School

http://www.bristol.ac.uk/arts/exercises/grammar/grammar_tutorial/index.htm.

This not only has very clear explanations, but also, has automatically marked exercises which enable the learner to see if they have mastered the correct usage. We have resurrected some of the National Strategies literacy materials and adapted them to suit our students. This term the focus is on progress in spelling (the area in which staff felt most confident). We have given students lists of commonly misspelled and confused words to refer to and learn. We are developing students' dictionary skills and asking them to correct the spellings that we have identified as needing revising. We've put a large dictionary in every class room and asked each student to carry a smaller one. We are using them to play games and look up new words. We have explored with students some of the reasons that spelling English is difficult to master, why it's so important and shared some of our top tips for mastering words like 'necessary' and 'definite'. Next term, when we've done some bespoke CPD including some coaching and mentoring, we'll be adding in punctuation and syntax before moving on to ensure that we can all apply national curriculum reading, writing and speaking and listening levels accurately.

None of this is rocket science. It's not revolutionary; indeed, much of it is reminiscent of the past. However, we are all looking again at the ways in which we communicate in a bid to ensure that our students, many of whom will be competing for jobs in a global market place, have the skills that they need to shine.

Charlotte Marten

... Snippets ...

Deputy Heads' Group

- ◆ There is strong interest in forming a deputy heads' group. A conference for deputies is being planned for the summer term. Details will be sent to schools soon after half term.
- ◆ The details of the national conference are being finalised. Details will be sent to heads in early March. All schools have one free place at the conference and there is scope for others to attend. The only charge will be for the dinner on the 18 June. Steve Brown, captain of the Wheelchair Rugby team, will be the guest speaker at the dinner.

Developing Bespoke Entrance Tests

Good progress has been made in the work with CEM to develop a GSHA 11+ test. The demands of early testing means that schools must be confident that results can be quickly available. CEM are working to develop OMR marking and this will be available for testing in 2014. Details of the tests and the marking and standardisation arrangements will be sent to schools in the near future.

In the next round of tests a small number of schools will be involved in a pilot before the tests become available to all.

Summary of National Curriculum

The notes below provide no more than a brief summary of the main changes announced on 6 February. Consultation is now open on National Curriculum changes and closes on 16 April. The consultation excludes KS 4 English, Mathematics, Science, Geography and History as separate consultation proposals will be published in May.

The consultation on Accountability closes on 1st May.

More detailed guidance will be sent to members after the Steering Committee meet on 1st March

- NATIONAL CURRICULUM -

- ◆ The same range of subjects will be covered except that MFL is added to KS2
- ◆ The proposals aim to add greater rigour. At the secondary stage POS are slimmed down
- ◆ As previously announced Computing will replace ICT
- ◆ Financial understanding will be included in KS 3/4 Citizenship and in Mathematics
- ◆ Academies do not need to teach the National Curriculum but there is a presumption that in all schools provision will be shaped by the new accountability measures
- ◆ Changes will be introduced from September 2014
- ◆ It is proposed that there should be a period of disapplication from September 2013 until new programmes of study come into place for each subject and year group
- ◆ KS 4 English, Mathematics and Science are not included in the consultation but proposals for GCSE in these subjects will be published in May and there will be a period of consultation

- GCSE REFORM -

The headline change is the abandonment of proposals to introduce separate EBC qualifications and the decision not to award a single board the contract for running a subject. The change gives schools a little more flexibility in terms of options and avoids marginalising specific subjects. Changes in accountability measures will continue to exert an influence on core provision.

- ◆ New specifications will be introduced in 2015 for English, English Literature, Mathematics, Biology, Chemistry, Physics, Double Science, History and Geography. These will continue to be designated EBacc subjects together with languages and Computing
- ◆ It is anticipated that new specifications will be completed in other subjects ready for a 2016 start.
Michael Gove's letter to Ofqual does not rule out an earlier start
- ◆ There will be a new grading scale
- ◆ Content will be more challenging
- ◆ The current level for a pass is likely to be more demanding. It is likely that this will extend to all grades as there is also an aim of seeing clearer discrimination of the strongest candidates.
- ◆ Assessment will change significantly. The changes include:
 - Adoption of end of course linear assessment with minimal internal assessment
 - More opportunity for extended writing and for quantitative problem solving
 - It is likely that in many subjects there will be a core paper and an extension paper both of which will be taken by all candidates. The price of avoiding tiered papers is that the able may have to answer some fairly undemanding questions and the less able will be faced by a paper that is beyond their capabilities
 - The use of examination aids will be kept to a minimum
 - There is acknowledgement that there will be some variation between subjects
- ◆ Students will receive more information on their performance in various elements of English and Mathematics

Summary of National Curriculum

- ACCOUNTABILITY MEASURES -

- ◆ The use of the 5+ A*-C measure will be dropped from performance tables
- ◆ Tables will include the percentage of students gaining passes in English and mathematics
- ◆ The average points score will be published based on performance in English and Mathematics +any 3 other subjects EBACC subjects+ the best of any three other subjects drawn from EBACC, or approved GCSE or vocational qualifications
- ◆ A progress measure based on baseline KS 2 points score and average points over the 8 subjects above will be included in the tables. The three measures will be key indicators for Ofsted. The measure will provide a comparison of like for like progress and will be used to set floor targets. The claim is that this will allow coasting schools to be identified
- ◆ Pupil Premium students' performance will be reported and closing the gap data will be included. There will be consultation about the details.
- ◆ It is proposed that schools will no longer have to supply KS3 assessments to DfE but reporting to parents will continue
- ◆ Sample KS 4 tests will be developed to track national standards over time

A new School Portal will carry wide ranging information. This could include:

- Performance of specific groups of students
- Data about individual subject performance
- Data relating to commercial tests
- Comparisons with statistical neighbours
- Information to demonstrate achievement beyond qualifications



Barry Sindall

... Dates for the Diary / Events ...

- ◆ **1 March** *Steering Committee Meeting King Edward VI Five Ways School*
- ◆ **10 May** *Steering Committee Meeting King Edward VI Five Ways School*
- ◆ **18/19 June** *GSHA National Conference. RAF Club London*
- ◆ **1 July** *Sixth Form Leaders Conference London*



Changes to Public Examinations

The series of announcements about public examinations and changes to the national curriculum have been quite difficult to follow. We thought that you might find it helpful to have the current position summarised and also to know which students will be affected by what changes.

- A LEVEL -

This January was the last time when students were able to sit public examinations at AS or at A2. Current Year 12 students will not be able to sit any A2 modules early or to resit any AS modules in January. They will have to sit all their A2 modules at the end of the course together with any resits.

New A Level qualifications will be first taught in September 2015 and will be first examined in June 2017. The students who will sit these examinations are the current Year 9. The new qualifications will be in 'facilitating subjects':

Maths, Further Maths, English (Literature), Biology, Chemistry, Physics, History, Geography, Languages (classical and modern). See <http://www.russellgroup.ac.uk/media/informed-choices/InformedChoices-latest.pdf> for further details.

Instead of most students choosing four subjects to study at AS level and then, once they have their AS results, choosing to focus on three at A2, they will normally choose three subjects to study at A level and then take a fourth subject at AS. The AS will be worth half an A level and will have half the content of an A level. In standard it will be as demanding as A level. The new AS course will be designed for delivery over one or two years and it will be for schools to decide which pattern they adopt. Students will not be able to add to an AS level in order to turn it into an A level.

A levels will be targeted at the sector of the population seeking entry to university and will be designed to prepare them for undergraduate study. Ofqual have been instructed to ensure that the new qualifications are 'rigorous' so it is likely that they will be more demanding than the current A level examinations. The Russell Group of universities (www.russellgroup.ac.uk) will be one of a number of organisations advising Ofqual on the content of the new specifications and will also review standards after each sitting.

- THE NATIONAL CURRICULUM -

The government has launched a new draft of the national curriculum. Schools will be encouraged to supplement this with additional provision. You can see some of what's heading your way by clicking on this link: <http://media.education.gov.uk/assets/files/pdf/n/national%20curriculum%20consultation%20-%20framework%20document.pdf>

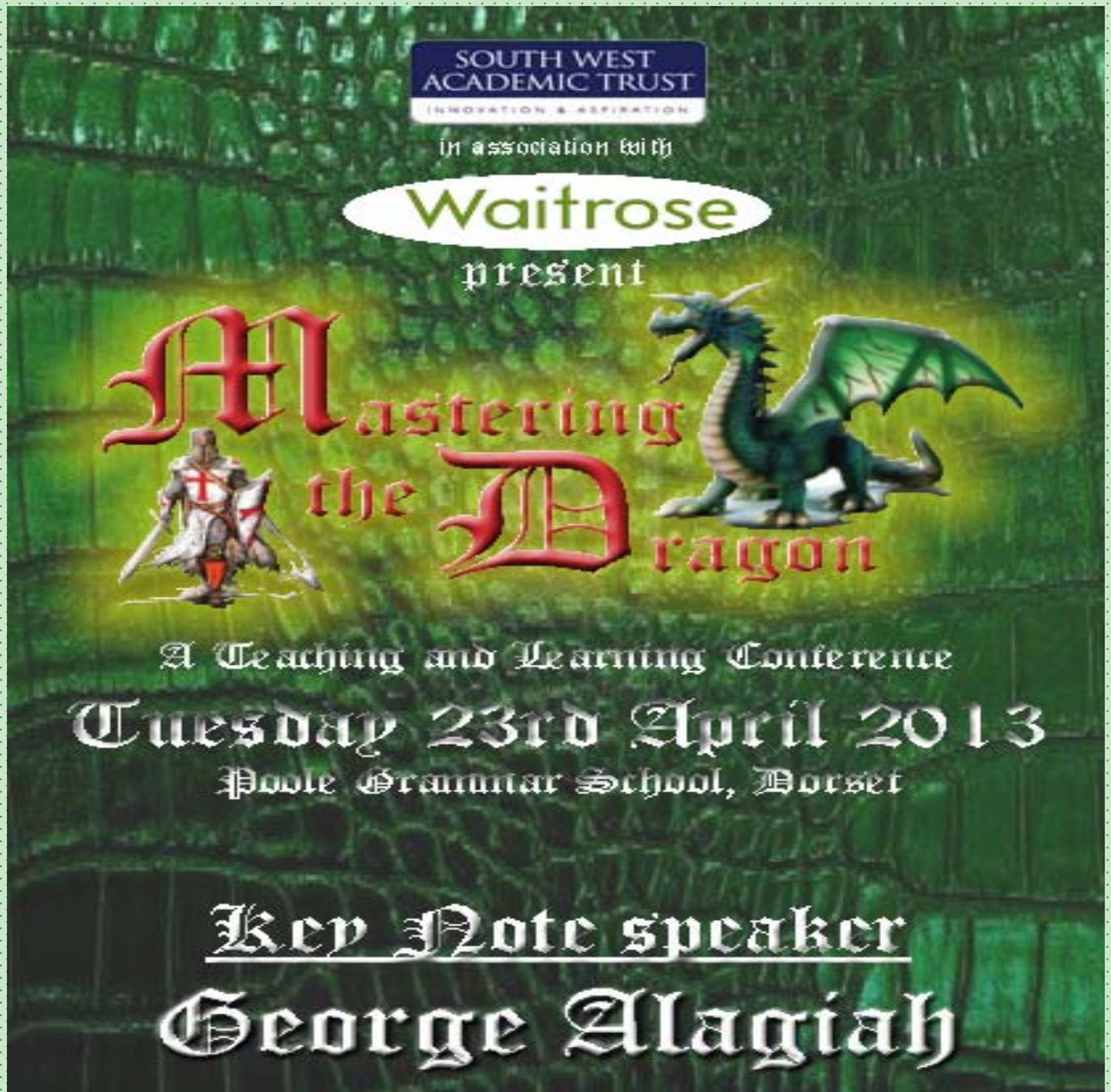
The curriculum is out for consultation until 16th April 2013.

Charlotte Marten

Rugby High School



Mastering the Dragon



SOUTH WEST
ACADEMIC TRUST
INNOVATION & ASPIRATION

in association with

Waitrose
present

Mastering
the Dragon

A Teaching and Learning Conference
Tuesday 23rd April 2013
Poole Grammar School, Dorset

Key Note speaker
George Magiah

If you would like to attend the conference or require more details please go to:

<http://masteringthedragon.eventbrite.co.uk>

If you would like any more information please contact dragonmaster@poolegrammar.com

Or follow us on Twitter



[@MasteringDragon](https://twitter.com/MasteringDragon)

Executive Committee



Chairman:

Mark Fenton - Dr Challoner's Grammar School

Vice Chairman (Chairman Designate for 2013/14):

Charlotte Marten - Rugby High School

Vice Chairman:

Roy Pike - Torquay Boys' Grammar School

Treasurer:

Yvonne Wilkinson - King Edward VI Five Ways School, Birmingham

Regional Representatives

| | |
|---------------------|--|
| Kent | Rosemary Joyce, Matthew Bartlett, Paul Danielson |
| Medway | Christine Probyn |
| Buckinghamshire | Stephen Nokes, Phillip Wayne |
| London | James Skinner, Liz Allen |
| Lincolnshire | Tim Clark, Roger Hale |
| South West | Ian Carter, Stuart Smallwood |
| Gloucestershire | Jon Standen, Ewa Sawicka |
| Birmingham | Colin Parker |
| Reading/Slough | Mercedes Hernandez |
| Lancs/Yorks/Cumbria | Martin Pearman |
| Essex | Nicole Chapman |
| Midlands | Tim Swain, Michael Barrett |
| Trafford | Tim Gartside, Mike Thompson |
| Merseyside | Elaine Cogan |
| Warwickshire | Ian Blaikie, Charlotte Marten |

