

# Grammar School Heads' Association

Newsletter - Edition 11  
May 2012



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## Schools' Commissioner

**O**n 24<sup>th</sup> April, the GSHA Executive met with Dame Elizabeth Sidwell CBE, the Schools' Commissioner, at the Department for Education.

Appointed to head up the Office of the Schools' Commissioner by Michael Gove just a year ago, Dame Elizabeth's role within government is to raise standards, tackle underperformance and champion the growth of academies and free schools - not a task for the faint hearted! She was previously Chief Executive of the Haberdashers' Aske's Federation and a former colleague of James Skinner, one of our Steering Group members.

The meeting revolved principally around exploring how grammar schools could be involved in sponsoring underperforming schools to become academies. Several of those present, most notably Simon Everson and Roy Pike, have had direct experience of just such a 'marriage' and Liz Sidwell was very interested to learn more about how grammar schools were already working closely with other schools to improve standards. A number of potential obstacles which might stand in the way of further grammar school involvement as academy sponsors arose in discussion. The most serious of these was the impending sixth-form funding crisis which faces grammar schools, and indeed all schools with large sixth forms. It was pointed out that these were the very schools which the government wished to become academy sponsors and that severe funding cuts would seriously erode the capacity of such schools to support others.

The distinction between 'under-performance' and 'low attainment' was also discussed. This was of particular relevance in relation to the potential 'reputational risk' involved in sponsoring another academy where the sponsor becomes wholly accountable for the other academy's results. This was seen to be particularly relevant in wholly selective schools where some secondary moderns with low-attaining intakes were always likely to struggle to meet the government's 2015 floor target of 50% 5+ A\*-C at GCSE, regardless of who was running them.

It was abundantly clear that the government is very keen to broaden the range of sponsors and recognises that big 'academy chains' alone cannot provide the



*Dame Elizabeth Sidwell CBE*

capacity which is seen to be necessary, particularly when it comes to sponsored primary academies. All in all, it was a very interesting exchange of views which once again underlines the growing level of influence which GSHA is having within the 'corridors of power'

*Mark Fenton*



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## Admissions - A Key Issue for Many Schools

**Media attention has seized on offsite expansion as the key feature of the new Code on Admissions but it was clear from both a survey of the membership and discussions at the recent seminar on Admissions that this is not the main admission issue exercising the minds of heads.**

The survey found that only two schools are considering expansion on another site and neither of these schools had any firm plans. In contrast 28% of schools have firm plans for modest expansion, with the majority of these planning to increase year numbers by 4 or 5 students. A further 25% are considering expanding by one form of entry. In some cases such plans depend on the availability of capital funds. Generally, schools were confident about their plans and few experienced any significant local opposition to their proposals. The seminar included presentations by a number of schools and those that are planning to expand also affirmed a lack of local resistance.

Those schools that have only recently become responsible for admissions have focused on replicating and improving those elements of admissions that were previously organised by their Local Authority. Michael Barrett (Adams' Grammar School) outlined the steps taken by West Midland schools to coordinate admissions and testing arrangements and Iain Blaikie (Alcester Grammar School) spoke about similar co-operation in Warwickshire. These approaches are being replicated in other parts of the country, demonstrating that autonomy can lead to improved admissions arrangements that better serve children and parents.

Not surprisingly, testing remained the major issue for many heads. There is widespread interest in developing tests that are both resistant to coaching and reliable indicators of future performance. Anecdotal evidence suggests that many schools are satisfied with CEM tests. Those attending the seminar were keen to see a formal survey of the effectiveness of the tests that schools are currently using.

There is scope for GSHA to work with CEM in developing more effective tests and exploring how test data can be used to provide an alternative measure to baseline measures, such as CATS scores. There may even be the potential for GSHA to commission tests and this could reduce costs of papers.

Most grammar schools undertake a significant amount of work to support other schools. The value of this work is now being more widely acknowledged and this newsletter includes articles from the National College and the Office of the Schools' Commissioner seeking to draw on this experience. The seminar presentations included accounts of the partnership work of Wirral Grammar for Girls, Bishop Wordsworth's School and Dover Girls' Grammar School. These examples are typical of support activities across the selective sector. Collectively, it is important evidence about the contribution that grammar schools make to social mobility.

Wirral Grammar and Bishop Wordsworth's are also changing their admissions over-subscription criteria to include an FSM priority and the survey returns indicate that a quarter of schools are considering such action. Some have changed the admission policy to state that, 'consideration will be given to exceeding the PAN for an FSM student achieving a qualified score but who by rank order would not otherwise gain a place'. This overcomes the argument that a place is gained at the expense of another applicant and because of the additional pupil premium should not undermine the schools case for refusing others on the grounds of compromising efficiency and effectiveness.

There was strong support from those attending the seminar for establishing a GSHA Advisory Group on Admissions.

The matter will be considered at the next Steering Committee.

***Barry Sindall***

## iTutorMaths and Pate's Grammar School – even better Maths outcomes!

Students at Pate's have always performed well in Mathematics GCSE, but we wondered if there was something else we could offer that would help them achieve even better outcomes than ever before. Working with a leading educational publisher, Nelson Thornes, our Assistant Headteacher Russell Bowen led a design and build process for a new style of on-line learning called iTutorMaths. This project combined the very best of Pate's maths teaching expertise with the latest publishing resources from Nelson Thornes and Russell's extensive experience in harnessing technology with top quality learning. The concept allows students to log on from anywhere (usually home) and work with some of the best maths tutors in the country. Students can also work with each other in small groups, swapping ideas, comparing notes, and helping each other understand the most difficult ideas. Topics for each online lesson are chosen carefully using exam board feedback on which topics are typically found to be the most challenging. Lessons are available as one-off topic revision, or in a short series of revision boosters, or as an on-going support process throughout the year.

The iTutorMaths approach combines the best bits of classroom learning and one-to-one tutoring and is available from the comfort of students' homes. It is less expensive than traditional tutoring too. Even though the project is well past its pilot phase iTutorMaths are still offering free places to students from any school which signs up as a Champion School. This project really is democratising education – making it readily available to anyone who needs it.

Pate's students have already benefited from the early pilots. Last year we gave free places to any student who felt less confident with their maths as a way of boosting their skills, knowledge and self-confidence. The results speak for themselves – they were the best GCSE grades ever achieved in the school, and we know from student testimony that iTutorMaths played an important part in this success.

**If you want to know more please feel free**

**to contact Russell Bowen directly**

**at Pate's Grammar School on**

**[russell.bowen@pates.gloucs.sch.uk](mailto:russell.bowen@pates.gloucs.sch.uk)**



*Thank you for the Music - Judd School*



*Networking at the reception*

## Teaching Schools update

**In March, the second group of teaching schools were officially designated by the National College, bringing the total number nationally to over 200 – marking a significant step towards a school-led approach to teacher and leadership training and development.**

This also brings the total number of grammar schools designated as teaching schools to seven. This is really encouraging – it's great to see grammar schools starting to take up this fantastic opportunity and sharing their excellent practice with others across the school system.

We've already seen that you have much to offer. Through the national leaders of education and national support schools programme, you have shown that grammar schools can work with and support very different schools, helping to successfully turn around others in challenging circumstances.

Teaching schools will take this approach to the next level, and it's important that grammar schools are part of this.

The concept of teaching schools is based on the successful teaching hospitals model, giving our best schools and leaders the role of leading training and professional development of teachers and leaders at all stages of their careers – from initial teacher training through to headship as well as contributing to the raising of standards through school-to-school support.

It's an approach that recognises that the people best placed to improve performance and raise standards in our schools are great leaders and teachers working collaboratively - sharing knowledge and expertise with each other, as well as bringing on the next generation of leaders and teachers.

It builds on the idea of schools working together – that it's not just about collaboration within a school that's important, but collaboration **between** schools. Without this we will see the gap widen between the best schools and the rest – and ultimately our responsibility is to improve the learning and lives of **all** children and young people, not just those in our own schools.

Teaching schools are at the heart of collaborative working – we believe they will make a real difference across the country, providing more schools with access to great professional and leadership development, helping to raise the quality of teaching and helping to improve standards right across the school sector.

To take on this role, teaching schools have to be amongst the best schools in the country. They have to have a proven track record of school improvement and a history of working in partnerships. They have to be collaborative and inclusive – seeking out the very best practice, not just in their own schools, but in teachers and leaders across the system, ensuring the best teaching and learning practices are shared.

*And they cannot do this alone.*

For this reason, all teaching schools work within teaching school alliances – groups of schools and other partners including universities. Alliances include those schools that benefit from the alliance by receiving support, as well as the teaching schools and strategic partners that offer and deliver support.

Alliances can be cross phase and cross sector, working across local authorities and may include different types of organisations. Many are built on existing partnerships, and there can be more than one teaching school in an alliance.

What's important is that this model is as flexible as possible in order to create a network of shared services and knowledge that will benefit the whole school system.

### *So what do teaching schools do?*

Teaching schools and their partners have to plan and manage a coherent, school-led approach to teaching and leadership training and development, linking this to the priorities of their alliance and their own school improvement planning. This involves playing a greater role in the training of new entrants to the profession, leading peer-to-peer professional and leadership development, identifying and developing leadership potential and providing support for other schools.

They are responsible for designating and deploying specialist leaders of education – a crucial new role played by outstanding middle and senior leaders who have the skills and capacity to support individuals or teams in similar positions in other schools.

Teaching school alliances also assure the quality of the work that they, their strategic partners and specialist leaders of education do on behalf of the alliance and the impact it makes.

And there is a role in supporting practitioner research and development work, contributing to a national research network which focuses on a small number of research and development themes agreed by teaching schools.

It is very early days for teaching schools and this first year is about turning the theory into practice and establishing how and what is needed to really make a difference.

However, some of the alliances from the first wave launched in September are already running a small number of programmes such as the Improving Teacher Programme and Outstanding Teacher Programme.

Others are devising twilight sessions for teaching and learning, peer-to-peer support opportunities and in-house Masters programmes.

They have also designated the first group of specialist leaders of education, many of whom have already started working.

And in April, many teaching schools were amongst those who were awarded licences to deliver key elements of the National College's leadership development offer and our qualifications, such as the National Professional Qualification for Headship from September.

It is still early days, but over the next year we expect to see the number of schools involved in and benefiting from teaching school alliances start to grow. We expect to see teaching school alliances starting to have an impact on the quality and number of qualified teachers, the quality of continuing professional development and improved standards in the schools they are supporting.

It won't be easy. We need teaching school leaders to be absolutely collaborative and inclusive in their approach. They need to go that extra mile to make sure that colleagues in their own schools and across the alliance of schools feel valued and empowered and included, while at the same time making no compromises on their aspirations for children and young people, the quality of teaching, the quality of professional development and what it really takes to develop the leaders of the future.



## Teaching Schools update (cont.)

To help achieve this we are aiming to have 500 teaching school alliances, together with 5,000 specialist leaders of education by 2015.

It's an exciting but challenging vision. With over 200 teaching schools now designated, we are making significant progress towards this goal, but it's not going to be easy. The quality of these alliances is critical to the success of the scheme and so the bar is set extremely high.

We will be looking for more schools - including grammar schools - to join the programme when the next application round opens in June.

Designation is open to any phase or type of school and smaller schools can share the role of leading an alliance.

You need to have a clear track record of successful collaboration with other schools; an 'outstanding' rating for overall effectiveness, teaching and learning, and leadership and management; consistently high levels of pupil performance or continued improvement; and an outstanding headteacher with at least three years' headship experience and outstanding senior and middle leaders with capacity to support others.

Teaching schools are a culmination of a significant movement in school leadership which has gathered momentum over the last decade, delivering real benefits for schools. Becoming a teaching school or joining an alliance as a strategic partner is a real opportunity to share your own experiences and skills with others. It can also provide great benefits to your own school – learning to do elements of what you do better, gaining new ideas and strengthening leadership capacity through opportunities for staff to step into leadership positions.

And, if we get this right, it's an opportunity to do something that has never been achieved anywhere else in the world. A system that challenges and supports itself, with those who lead schools, leading the whole system, bound to each other in their commitment to give each and every child the best start in life.

*Andy Buck is Director for Teaching Schools at the National College for School Leadership.*

The next application round for teaching schools will open on 29 June. You can find out more about this, together with information about teaching schools and how to get involved in teaching school alliances on our website: [www.nationalcollege.org.uk/teachingschools](http://www.nationalcollege.org.uk/teachingschools).

**Andy Buck**



*Michael Gove replies 'like waistlines, growth should be gradual and over time'.*

Grammar School  
Heads' Association

## School Funding - 2013 and beyond

**The DfE has delayed introducing a National Funding Formula until 2015. For many of us this delay is a cause of real frustration. ASCL, whilst acknowledging this, supports the DfE's decision to delay.**

It is important however not to lose sight of the fact that there will still be potentially significant changes in funding for 2013-14 and 2014-15. For these two years Local Authorities will be restricted to nine or ten factors that they will be able to use to determine their local formula for distributing the Schools' Block of the Dedicated Schools Grant for Years 7-11. This will also have a direct effect on Academies as their General Academies Grant (GAG) will continue to be calculated based on their LA's formula. This means it is crucial for academies to continue to be represented at their Schools' Forum.

LACSEG will disappear in its current form from 2013-14. For 2012-13 LACSEG is made up of three components: Schools' Block, SEN and the LA Block. The first two elements will disappear whilst the DfE hope to replace the LA Block element with a direct grant to academies on a national basis. However, they will only be able to do this if relevant central education services funding is transferred from the Formula Grant to LAs to the DfE and this is subject to the outcome of a Government Consultation this summer on the Business Rate Scheme.

The 2012-13 LA Block elements of LACSEG range from £413 (Kensington & Chelsea) to £81 (Hull) per pupil with the vast majority between £100 and £200: it would be no surprise if the 'new' grant for 2013-14 is around £150 per pupil.

The SEN LACSEG is paid for each pupil on School Action or School Action Plus so its removal will have relatively little impact on GSHA members. The Secondary Schools' Block ranges from £559 (Nottingham) to £8 (Barking and Dagenham) per pupil. The theory is that in those LAs where the figure is high, schools and academies will see the amount they receive per pupil through their main budget share or GAG increase. This is because these LAs are currently holding back large amounts of their Schools' Block through formula factors which are not one of the 10 factors allowed from 2013. Those who have been victims of some of the unfairness and manipulation that has gone on with the current LACSEG system may, very reasonably, not be convinced by the DfE's argument here.

It must also be remembered that this is all within the context of reducing budgets. The Minimum Funding Guarantee of minus 1.5% per pupil will continue for 2013-14 and 2014-15. This, I am afraid, means that for some academies the effect of the removal of the Schools' Block element of LACSEG will simply be to decrease the size of the SBS Minimum Funding Guarantee figure in their GAG. For others it will mean this protection is not needed and their per pupil funding falls by less than 1.5%. Few, if any, will see an actual increase to compensate for the lost LACSEG.

For Post 16 Funding we still await the outcome of the Consultation, however we do know that virtually everyone is on transitional protection for the next three years which is decreasing by at least 3% per year. The changes proposed in the consultation are such that the situation is only likely to get worse from 2015 Post 16.

All of this means that we all need to continue to plan to operate on decreasing overall budgets for the next three years and probably beyond. As an organisation GSHA will continue to take every opportunity to get across to the DfE and Ministers that, whilst we recognise the need for reduced funding in all areas of public service, the combined effect of the current proposals are particularly damaging to high performing schools with large sixth forms in areas of relatively low deprivation.

**James Skinner**

Grammar School  
Heads' Association

## Boys Academic State Schools (BASS)

**The BASS Group is a nice example of an informal network within the GSHA which over the past nine years has offered a great deal of collective wisdom, reassurance, problem solving and mutual support to those who attend its meetings at King Edward VI School in Stratford upon Avon.**

Its origins go back to 2002. Andrew Jarman, Head of Lancaster Royal Grammar School for Boys wanted a better benchmark to measure the performance of his school and his subject departments at A level and GCSE than he could harvest from league tables, PANDAS and other performance indicators. Using The Times league table he wrote to about 20 boys' selective state grammar schools which had results similar to LRGS suggesting that they share their data on whole school and departmental performance. The data was kept simple – A and B grades at A level and A\*/A/B at GCSE. Of the 20 schools he wrote to 18 replied and so the **Boys Academic State Schools (BASS)** group was born.

Having shared the data Andrew suggested a meeting in February 2003 to discuss exam results and to share opinions about other initiatives and concerns of the time. Tim Moore–Bridger, the then Head of King Edward VI Stratford upon Avon, offered his school as a venue and BASS members have met there ever since. How could we go anywhere else having enjoyed the delights of meeting in the room in which Shakespeare was taught – in fact the room is one of the oldest school rooms in continuous use anywhere in the world!

This year heads and deputies met towards the end of March and we faced a full agenda. It was a pleasure that Barry Sindall from GSHA was in attendance to lead much of our discussion. We gave full consideration to issues which have dominated many a grammar heads' meeting this year: possible expansion of places, annexes, and other admissions issues; teaching schools and links with the NCSL; changes to the examination system and "recalibration" of the A\* at GCSE and, amongst other issues, that old chestnut of enrichment in the Sixth Form (EPQ, general studies and YASS). For part of the time deputies met separately and shared examples of current versions of our new SEF documents. They then considered (and found great differences between) our methods of assessment and tracking of progress at Key Stage 3.

What makes discussions between BASSers so rich is the similarity of our schools. We are regionally fairly diverse (although the majority travel to Stratford from the south) but not only are we all grammar schools, we are all boys' grammar schools of a similarly selective nature. Therefore, when we discuss things we all begin from a similar starting point, when we share concerns we can immediately empathise with each other and when someone offers a solution to a problem which has worked at their school it is one which is usually easily transferable across all our schools.

Equally valuable is our sharing of examination result data each year in September. The whole school and subject performance data give heads, deputies and heads of department a benchmark against which to compare. We use it in our SEFs to demonstrate attainment and achievement and if we need to enquire further with individual BASS schools we do. We have compared and contrasted our varied degrees of selectivity using CATS and KS2 SATS results and so within the BASS group we all have "statistical partners" with whom we can share results in even greater detail. As a result, there have been many valuable departmental visits between our schools to learn best practice.

## BASS (cont.)

Over the past 18 months a new initiative has been embraced by BASSers – gatherings of heads of department and subject teachers at Stratford. So far HoDs and teachers from sciences, English, maths – computing and MFL departments have met following the same format used successfully by heads. Meeting over dinner on Monday evening helps to “break the ice” and leads to some very valuable discussion throughout the next day. Whilst much of the discussion at these meetings has been about the detail of curriculum and examination matters, for each meeting we have invited academic lecturers to speak too. For example, at the maths and computing conference we welcomed Professor Celia Hoyles and Dr Paul Curzon from London University to speak and the English conference was memorable too due to a lecture from Prof Stanley Wells on Shakespeare’s sonnets and for a tour of the new RSC buildings. At the end of each conference an email network across the schools is set up which colleagues can and do use extensively. The message from all four of these gatherings has been consistent. Those who have attended describe it as the best CPD for a long time! The reason for this is the same as for heads and deputies. Discussion begins from a shared understanding of the problems and opportunities of teaching at a boys’ grammar school. There is much reassurance to be gained from sharing problems and the solutions offered are relevant and applicable to all.

So, on behalf of all BASSers past, present and future I pass on my thanks to Andrew Jarman for his inspired idea to establish the group. Thanks must also go to Tim Moore-Bridger and his successor Ben Carr at King Edward VI for hosting us so superbly over the past nine years. We look forward to many more gatherings in years to come.

### **Tim Gartside**

Head Master of Altrincham Grammar for Boys  
Current Chair of the BASS Group



*Meet your local MP*

*Thank you Graham for arranging the Reception*



## Litigation in Schools

**February half term 2012 was one of the unhappiest anniversaries at Torquay Boys' Grammar School. Midway through the week of the 2011 February half term, a call came from the ski party in France; a Year 9 pupil had suffered a catastrophic accident on a ski lift; he never regained consciousness and, having been flown home, he died in the Royal Devon and Exeter Hospital almost a month later.**

Parents, skiing friends, staff - the whole school - suffered varying degrees of devastation and trauma. We put into action an army of procedures - contacting the Health & Safety Executive, insurers, lawyers, local authority, Department of Education, ski organisers - whilst at the same time we tried our best to bring some comfort to the parents - lovely people who could never deserve such a thing - and buying in counselling support for the school to help the students who were especially distressed.

What, I suppose naively, I did not expect was to see staff at this school questioned intrusively and intensively by police, on occasions for over four hours, with the potential culpability of manslaughter or corporate manslaughter. All ski party participating staff and pupils were interviewed. Those in the victim's group along with the visits' coordinator were questioned very closely. For staff the questions concerned their qualifications, their teacher training, their experience along with the trip plans and their skiing expertise. Neither questioner was a skier; the officers were deployed from the "Child Safeguarding Team". An NQT who had never been on such a trip before, but was on the chairlift some way behind the victim, was advised that "this could result in a charge of manslaughter"; she was utterly distressed: the police advised her she could not, in the first place, be interviewed because she might have to be questioned under the Police and Criminal Evidence Act.

It may be an over-reaction but we are seeing no more ski trips here for the time being. Two staff were questioned as voluntary attendees - having been advised of their rights in accordance with the PACE. One member of staff was the trip leader, the other was the Deputy Head who carried out all the risk assessments in planning the trip. The investigation was looking into the Duty of Care provided by the school and therefore the liability both of the school and of any personal liability.

Now the accident occurred on a ski lift where a toggle became entangled with the seat and, when the boy tried to dismount, he was left suspended under the lift and suffocated. The attendant at the top appeared not to be watching, the fail-safe mechanism did not work and the poor child was not seen to be in difficulty until other members of the party saw him.

The police interviews involved questions relating to two criminal offences - i) corporate manslaughter S.1 of the Corporate Manslaughter and Corporate Homicide Act 2007 and ii) manslaughter by gross negligence through common law.

The interviews were incredibly stressful; lawyers were present and on occasion the meetings were so challenging that the solicitor asked for a break. These interviews took place in May - all letters, power-point presentations and information concerning the ski trip were scrutinised extensively - all itineraries, kit lists, insurances, discipline, code of conduct, payment, ski lessons, information evenings were subject to detailed questioning - every single planning record was studied. Questions especially focussed on ruck sacks and ski-lift training prior to the trip. In fact, whilst none of this could have prevented the accident, nevertheless every aspect of the trip organisation was questioned. Not surprisingly, the two staff were desperately anxious.

## Litigation in Schools (cont.)

In August, four months later, letters arrived in the holiday telling the two staff that the Public Prosecution Unit had decided that “at the current moment in time, based on the evidence before me, there will be no further police action”. It went on to say “I regret the angst and turmoil those involved have had to endure over the months” and it hoped that “this will not deter you from providing the excellent life skills and experiences that you do to the children under your charge”.

Of course, alongside all of this we sought to support and comfort the child’s parents - we had a memorial service at Exeter Cathedral at the end of June because his body could not be released and, when eventually it was released, his funeral took place in mid-September, six months after his death. At Speech Day in the following autumn a memorial trophy was presented and a fund has grown in his name to support disadvantaged children.

The next stage here is that I invited a barrister specialising in civil cases against schools to visit our governing body and give us the benefit of her thoughts on just how vulnerable schools may be in these situations. The impression she gave is that it is very difficult to find schools culpable. You may be interested in googling Chittock v. Woodbridge School.

However, all this has caused us to look ever more closely at our Duty of Care. What does “in loco parentis” really mean for Heads with more than 1000 students in the school, what are our liabilities in general supervision, in out of hours activities, in the gym, in the chemistry lab, travelling to school and, above all, what is the definition of “reasonableness”. But when all is said and done this advice concerns civil litigation where it is very difficult to find against the school; we were subject to a criminal investigation - a very different story.

The latest news is that the attendant and the owner of the ski lift company have been charged - one with manslaughter and the other with corporate manslaughter - by the French authorities. When eventually that is resolved there will be a Coroner’s inquest here - so painful for the parents - and for the school so disquieting, particularly with the enthusiasm the media, newspapers, radio and TV have for such tragedies.

*Roy Pike*

## Dates for the Diary / Events

- **20-21 June - GSHA Annual Conference, Lansdowne Club London. Booking forms have been circulated and should be returned by 30<sup>th</sup> May**
- **3 July - Annual Conference for Grammar School Heads of Sixth Form. ETC Venue London.**
- **19 June - National Achievement Show. Emirates Stadium London. A number of grammar schools will be presenting at the show. The event is likely to be of interest to middle leaders. Further information can be accessed at:**

<https://www.ssatrust.org.uk/achievement/Pages/TheAchievementShow2012.aspx>

# Executive Committee



## **Chairman:**

Roy Pike - Torquay Boys' Grammar School

## **Vice Chairman (Chairman Designate for 2012/13):**

Mark Fenton - Dr Challoner's Grammar School

## **Vice Chairman:**

Simon Everson - Skinners' School, Tunbridge Wells

## **Treasurer:**

David Wheeldon - King Edward VI Five Ways School, Birmingham

## **Regional Representatives**

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Midlands	Tim Swain, Julie Lawton
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