

Grammar School Heads' Association

Newsletter - Edition 16
April 2014



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Leading the Way

The issue of school admissions has always been politically sensitive. Parents rightly have strong views about the school that they wish their child to attend, hence the development of the admissions code used to regulate and bring equality of access. As grammar schools, we select students on the basis of academic ability. How we go about doing that and what we as schools contribute to ensuring that young people from disadvantaged backgrounds have opportunities to break out of the cycle of deprivation have been key elements of GSHA's work during the course of the last two years.

We see this work as being important from a moral view point. Our mission is to provide the very best academic education that we can and access to that education should be open to all children who have the ability to cope with the pace and nature of the curriculum in a grammar school regardless of their social background. Social equity is also key to retaining control over our admissions processes.

Eighteen months ago, we were invited to meet with David Laws. He wanted to discuss the disparity between the number of children receiving free school meals attending a grammar school and the number receiving free school meals nationally. His thesis was that as a group of schools we were being socially selective or rather that the process of selection was vulnerable to coaching and therefore was socially selective as only some sections of the population could afford to pay for it. We have since then done a lot of work to uncover the story behind the figures. As is often the case with statistics, they can be a bit misleading. The actual number of students with Level 5s in their SATs who either choose not to apply to a grammar school or who apply but do not receive a place is reckoned by GSHA and the DfE to be two hundred students a year; not the very large number that the percentages originally suggested.



Inside
this issue

Leading the Way
Page 1 - 3

Snippets
Page 3

Accountability
Reform Update
Page 4-5

School Learning
Journal
Page 6 -7

idpe
Page 8 - 9

Reaching Out
Page 10 -11

Flagship Policy
Page 12-13

GSHA Conference
Diary Dates
Page 14-15

Executive
Committee
Page 16

Leading the Way ... (cont.)

Not all parents of children in receipt of free school meals whose children do reach the required level choose to apply for a grammar school place. We don't yet know enough about why this is. Anecdotal evidence suggests that some are deterred by the complexities and costs of transport, others feel that there is a cultural barrier: that a grammar school education is not for them or their child. For these families it may be important for those schools that can to consider putting a Free School Meals priority in the admissions arrangements. Whilst this is unlikely to bring about a dramatic change overnight, it is a kind of flag which says, 'We wish to be socially inclusive.' If it is combined with a marginally reduced pass mark for FSM students, it may help to offset the disadvantage that some young people experience as a result of their backgrounds. A significant number of schools 38 have either adopted an FSM priority or consulted about doing so in the last admissions round. A further 59 are considering doing so in the next admissions round.

Many schools will be able to convey the message that grammar schools are there to cater for academically able students whatever their background through the partnership work that they do with primary schools. Others will choose to encourage FSM students to apply by offering transport bursaries or flagging the support that they offer to FSM students on their websites and in their brochures and prospectuses.

The geographical location of grammar schools varies enormously. Some schools have intakes that have numbers of FSM students close to or above the national average because they serve areas of the country where there are high levels of deprivation. Some schools are located in areas where the number of families claiming free schools meals is relatively low. Some schools are highly selective and could fill their places several times over: others in areas where the population is falling are struggling to fill their places. In these circumstances there isn't going to be a single solution to the question, 'How do we ensure that our schools are socially inclusive?'

Pressure on places in oversubscribed schools has spawned an array of online forums devoted to sharing knowledge (and in some cases lack of it) about the process of selection. In many areas there is a thriving coaching industry which exploits the anxiety of parents and uses this to relieve them of large sums of money in exchange for tutoring designed to prepare them for the 11+ test. There is money to be made selling practice tests and children who have sat tests are sometimes cross examined about the questions that they were asked and the answers that they gave. This has caused concern that children whose parents could not afford coaching were missing out.

For more than five years now, some schools in the Midlands have been using the University of Durham CEM Centre tests. These are bespoke tests designed to test candidates' knowledge and understanding of the KS2 curriculum and the child's ability to apply this to solve a range of problems rather than their processing speed. Practice booklets are not available and there is a very high correlation (0.8) between performance in the tests and performance at GCSE. The tests are designed to be immune to the influence of coaching. From 2015 40% of grammar schools will be using the CEM tests. GSHA is committed to working with providers on the continuing development of tests that are accurate and which do not provide an advantage to those who can afford to pay for tutoring. The analysis of data from Buckinghamshire (a wholly selective area which has recently switched to the CEM Centre tests) will provide us in time with valuable hard data on the large scale impact of the change over time. Potentially, with so many doing the same test, there will be a rich source of data that could help to counteract some of misconceptions about grammar schools

We are currently working on a research project with the DfE and the Sutton Trust to try to find out what practices help to reduce barriers to access for those parents and students from deprived backgrounds. During the last few weeks Barry and I have been meeting with Heads from across the country to listen to what you have to say about social mobility. We have gathered some great case studies which will really help to inform others of the work that we do and which can inform practice across the whole secondary sector. The issue of social mobility is one of the key issues that we currently face. We need to get it right if our successors are going to be leading flourishing schools in a hundred years from now. Our nation's young people deserve the very best that we can offer.

Charlotte Marten



... Snippets ...

- The recent Ofqual report on examination marking has called for a major overhaul of the appeals system to make the process more transparent and sufficiently robust to distinguish between reasonable variations in marking and genuine marking errors. The changes will be in place for summer 2015.
- Changes to Geography A level have been put back a year and like Maths and Languages the new specification will be taught from 2016
- There is no surprise that AS level will be a stand alone qualification but co-teachable with A level. Already there are indications that in some subjects the content of each does not match and in others the assessment needs are so different as to make co-teaching difficult.
- No decision has been made about the funding of large post 16 programmes. GSHA has continued dialogue with ministers and no news may be good news. Then again

Congratulations

Roy Pike (Torquay Boys' Grammar) retired at the end of last term. His service to education has been recognised by the award of an Honorary Doctorate of Law Degree from Exeter University. Roy is a former Chairman of GSHA.



Update on Accountability Reform

The last newsletter outlined the planned changes to key stage four accountability measures and considered the potential implications of the introduction of new floor targets. As with so many reform announcements there has been further reflection about the timescales for change.

The autumn announcement was that from 2016, targets would be set for Year 10 students based on the national GCSE data for 2013. The flaw in this was that the examinations that would be sat by this cohort would be of a very different standard from those taken in 2013. It was no surprise that in January it was announced that the changes would be delayed so that the baseline data for GCSE could be based on the 2016 results. Even then the reason for the change was not that 2013 results would be an unreliable indicator, but rather that there is likely to be a major fluctuation in subjects studied between 2013-2016 as more schools seek to promote EBacc subjects.

It is expected that schools will use the 2016 GCSE results to set targets for students starting GCSE in 2017.

The announcement also confirmed that GCSE points would be re-scaled from the current 58 points – 16 points to one of 1-8 and reflecting the GCSE grades and this will be used in best 8 progress measures. On the face of it the change in differentials between a top and bottom grade will not harm grammar schools but this needs to be considered alongside the full methodology for determining school targets

The delay is sensible and it provides more time for dialogue to ensure that any new system is fair to all schools.



Bristol University has been charged with developing an appropriate methodology for calculating floor targets. The Short Policy Report 13/11 and the associated technical annex were published in December and can be found at the following link <http://www.bristol.ac.uk/cubec/portal/>

We have seen in the past with the development of CVA how easy it is for new systems to ignore the problems of providing meaningful measurement for schools with high numbers of able pupils. This report does acknowledge that there are issues around schools with high concentrations of students with high prior achievement.

Few could argue with the thrust of the work, which is to ensure that the chance of a pupil falling below the floor target should be the same at each point of prior attainment. The problem arises when the cumulative performance of students is used to calculate the Value Added score of schools. The flaw in the model is that not all students at each point of prior attainment have the same chance of adding value. At the top end of the ability the glass ceiling of a top grade means that gains are smaller and so there is less scope to compensate for those that fall below floor target. It is possible that we could have a model where 100% of students add value but another school adding value with a lower proportion of students achieves a higher institutional score.

Another critical issue will be the values used in any rescaling of GCSE grades. The Bristol report looks at the impact of five different scaling methods across the prior achievement spread. Grammar schools do least well on the simple 1-8 point scale. Significantly, the report provides one option of a rescaling that is based on the level of difficulty of moving between grades. This results in an A* (10 points) A (8) B(6.5) C (5) and thereafter one point steps for all other grades. A variance on this is also suggested, with B worth 6 points. These two models are the ones recommended by the report and grammar schools come out with better VA from either. This begs the question, why then have ministers decided to adopt the 1-8 points model? It is the least favourable for grammar schools and is seen as inferior by the Bristol team.

One argument is that using a model that more accurately reflects the true demands of each grade may lead to schools concentrating on the those students where a grade improvement produces most gain. The counter argument is that the 1-8 model can create the incentive for schools to focus on the lower grades where movement upward is easier

It is unlikely that there is any conspiracy against grammars schools in any of these developments but we need a voice to ensure that developments create fairness and consistency across the full range of students. The changes are a genuine attempt to develop something better than the current models. With just a little bit more work around the triggers for intervention and the measures for exemption from inspection it should be possible to achieve the fairness that is essential for effective accountability

The forthcoming seminar is an opportunity to constructively contribute to emerging policy.

Post 16

Announcements are due soon. What is clear is that post 16 data is going to take on a greater significance than in the past. DfE has thus far been reluctant to consider including an 11-18 VA measure in tables. It argues that it would be unfair on tertiary providers. Quite why, is unclear as such a measure would sit alongside the 16-18 measure. Without it we have the anomaly that primary schools and tertiary providers, and 11-16 schools will have a measure that shows progress throughout the time in the institution. The exception will be 11-18 schools which is odd given the raising of the age of retention.

The Colyton Grammar School Learning Journal

The aim of the Learning Journal at Colyton is quite simply to support the advanced learning and wider thinking of our Year 11 students. Students are one year ahead of their chronological age group at the start of the year, due to our accelerated programme that sees GCSEs sat at the end of Year 10. The aim of the Learning Journal is to keep them a year ahead.

As we all know, an essential attribute of being an effective independent learner is taking time to reflect upon performance and to consider how you can progress; a level of maturity that can often take time to inculcate into PGCE graduates. However, for Year 11 students, such critical thinking can take many different forms and naturally differs from subject to subject. The Learning Journal is therefore designed to be a flexible tool. One important lesson we learnt early on regarded 'ownership'. At first we issued students with a standard A4 exercise book per subject. However, whilst this did help to raise the profile of independent learning, it did create two issues. Firstly, staff felt compelled to 'set' Learning Journal tasks which were then marked. Not surprisingly, this led respondents in a student survey to question the journal's role in building true independence! Secondly, some students tended to use their Learning Journal as a depository for some of their subject notes which naturally created a problem of coherence at revision time. Consequently, as a result of further staff/student discussions, we have moved to one Learning Journal per student; a more contained and practical approach. Moreover, the students now have a choice of three different formats; the traditional A4 diary; a ring bound folder or a hard backed sketch book. Interestingly, each option proved to be equally popular this year, though in hindsight, some students would now like to change their original choice; true learning progress through reflection!



The Learning Journal continues to be used during study periods at school, and at home, and typically involves students:-

- Considering what they have learnt and how well they have understood new material e.g. study skill development in tutor sessions
- Jotting down questions they need to ask their teacher next lesson
- Thinking about their next step in a subject/topic e.g. target setting
- Reading additional material to support or extend their understanding of a particular subject, outside of the A Level specification
- Developing ideas that they are particularly interested in further than was possible during lesson time
- Researching into higher education courses and careers
- Producing summary diagrams of key points from news articles, TV documentaries and their general reading

This approach to recording reflections helps them to keep tabs on how their independent study skills are developing throughout the year. As a result, they start to gain a better awareness of what types of activities work best for them and which ones they need to target for improvement. This record can therefore act as a powerful source of information in discussions with tutors and the head of sixth form. A 'typical' reflection often includes:

- ◆ ***How they have used their study time***
- ◆ ***What they have learnt from the experience***
- ◆ ***Which actions should now be prioritised as a next step ...***

Not surprisingly, Year 11 students initially need support in developing this kind of approach; hence subject staff provide specific guidance to get them started. However, this input is deliberately limited. The Learning Journal is their tool. The only assessment use made of it by staff is at the end of the year when tutors review it as part of the criteria for our Year 11 Independent Learning Award.

In conclusion, for the student, there is no set way to use the Learning Journal as it depends upon their interests, subjects and preferred learning style. The aim, however, is clear; to develop a mature awareness of learning skills that moves our students on from how they worked in lower school, thereby preparing them for the very different demands of A Level and university learning, especially regarding contextual reading. For many it is a real challenge to engage in this kind of wider learning but, in our view, the long term gains in terms of maturity, critical awareness, self-motivation and confidence make the effort well worthwhile. Certainly, those who criticise grammar schools as mere exams factories should take a look at our Learning Journal. Then they may appreciate how we truly strive to prepare our young people to succeed in life, not just with UCAS.

Andrew Gregson
Assistant Head teacher
Colyton Grammar School

Institute of Development Professionals in Education

Fundraising in schools has more than doubled in the last decade and is now worth £120 million per year. With monumental growth such as this, can any school afford to be without a Development Office?

Development in the independent sector is well established and has successfully been augmenting fee income for several years. It is still fairly new in the state sector and is a challenging commitment for grammar school Heads and Governors to make. The assertion that state funding is inadequate is becoming increasingly apparent and a growing number of grammar schools are recognising the benefits that a Development function can provide in adding value to the education of current and future pupils.

What is Development?

Development is about the inter-relationship of communications, external relations, alumni / parent relations and fundraising to foster a life long interest in the School, helping to secure its future. Working closely with marketing, Development activities can greatly enrich the life of the school. It is not a short termed activity. It is about building long-lasting relationships that will help the school achieve its goals.

How schools benefit

Schools that already have a Development function appreciate the benefits that this provides. Developing and building on the relationships that the school has, expertise, advice and guidance can be obtained in various different ways. From finding a bountiful resource of speakers for school events, lectures or lessons from a wide range of backgrounds to hosting careers' fairs or offering work placements. Parents and alumni are particularly resourceful and more than willing to help their schools. Relationships in the business world can be explored to develop partnerships which could result in sharing best practice in leadership, professional development or even in a school's redirection.



Expert cricket coaching in front of the recently extended Lancaster Royal Grammar School Cricket Pavilion - funded by donations.

A more tangible benefit to schools is the extra income that a development office generates. This is often the trigger that prompts most Heads and Governors to decide to explore the development possibilities. In the state sector, both parents and alumni can provide generous support for their schools. Some schools may be fortunate enough to be located in areas where there is funding potential to be developed from business and industry.

Resource

The decision to create a Development office is often not an easy one. The costs involved may appear exorbitant and the outcomes difficult to measure. Sometimes the benefits cannot be valued financially, particularly in the short term. Some Heads find a way around this dilemma by offering Development responsibilities to current or retiring teaching staff. In terms of financial outlay it may be a lower risk however to create a Development strategy and achieve fundraising results; professional fundraising roles can be different to those needed for teaching.

Starting - Up

For schools looking to set up a development office, one starting point is to discuss the options with heads and governors of other schools; both state and independent that already have a development function. Whilst schools are all unique there will be a common understanding of the need to raise additional funding and the awareness of the key elements that should be put in place before fundraising can commence. There are also professional organisations such as the institute of Development Professionals (IDPE), the UK's leading fundraising organisation for all British schools and a registered charity. IDPE was established almost 15 years ago and today supports over 300 schools, a growing number of which are in the state sector - 65% of IDPE's state school members are grammar schools. IDPE is actively supporting state schools starting out in Development and members receive support and guidance at every stage of the Development journey from specialist forums to specific training and 'in school' mentoring. Through its work, IDPE is helping to maximise funds raised in UK schools to help young people benefit from the very best education.

"I have learned so much so quickly. IDPE brings together all those working in professional fundraising in schools in one forum" IDPE member.

Usually, Development offices in the state sector are self funding with modest budgets and resources. Capital projects inevitably are led by and have to take advantage of government initiatives and funding. There is no regular fee income to fund or help plan for them. The majority of the fundraising income goes towards major capital campaigns rather than bursaries or scholarships. In most grammar schools, there are limited opportunities to find funds to undertake development and opportunities to expand other income streams are limited. Generally, though not always the case, the alumni and parent base is not as affluent as in the independent sector. However, there is a wealth of appreciation, goodwill and gratitude from both groups for the outstanding educational experience that they receive from a non-fee paying grammar school. If you would like to find out more, there is a session at the forthcoming GSHA Conference which will look specifically at Development in Grammar Schools.

Jenny Cornell
Development Director
Lancaster Royal Grammar School
IDPE Ambassador responsible for state school Development
www.idpe.org.uk
March 2014



Outstanding Academies

were required on conversion to sign up to helping other schools. Increasingly there is an expectation that grammar schools might in some way support others-in particular to encourage social mobility. Torquay Boys' responded to a direct DfE request by sponsoring the nearby non-selective. So far our involvement has seen Ofsted recognising our collaboration as outstanding, TBGS staff working with staff and students at the Torquay Academy, the creation of a sixth form, an increase in intake from 140 to over 240 and over-subscription, the appointment of a new head and an improvement in 5A* to C from 31% in 2011 to 50% in 2013.

In my new role as CEO to the Multi-Academy Trust we have determined where we wish the project to go. In the Trust TBGS and TA are now one company following several years of co-operation. To develop our project further we now wish to reach out to and embrace primary feeder schools. Ultimately we would like to see a complete, all-in wrap-around outstanding educational experience for every one of our children in the bay. To reach that stage we need to persuade our feeder primaries to work as closely with us as we two are working together.

TBGS MULTI-ACADEMY TRUST
Students in the bay deserve the best – working together, we can make that our promise.

- ◆ Let's work together to ensure every student achieves the best possible outcomes.
- ◆ Let's cooperate to give pupils great experiences.
- ◆ Let's share expertise to become outstanding practitioners.
- ◆ Together, let's ensure that all our pupils enjoy the very best care.

English

- ◆ Would you like to work with staff together on the basics of grammar and then proceed to advanced grammar?
- ◆ Let's explore 10 ways to access Shakespeare.
- ◆ Let's collaborate in Drama games for learning.
- ◆ How about using Handycams and editing films with pupils?
- ◆ Can we collaborate and lead developments on talking for writing?
- ◆ Level 5/6 writing is on offer.

Mathematics

- ◆ Join us for inset support sessions for primary teachers throughout this year.
- ◆ Let's focus on how to stretch the most able, including developing deeper understanding of Level 5 and then moving to Level 6.
- ◆ Join us too for a workshop enrichment day for all pupils who would like to come.
- ◆ Please participate with us in the primary team challenge in the summer term.

Let us work with you on a new model of Education for students in Torbay.

TBGS TORQUAY ACADEMY

TBGS MULTI-ACADEMY TRUST

Students in the bay deserve the best – working together, we can make that our promise.

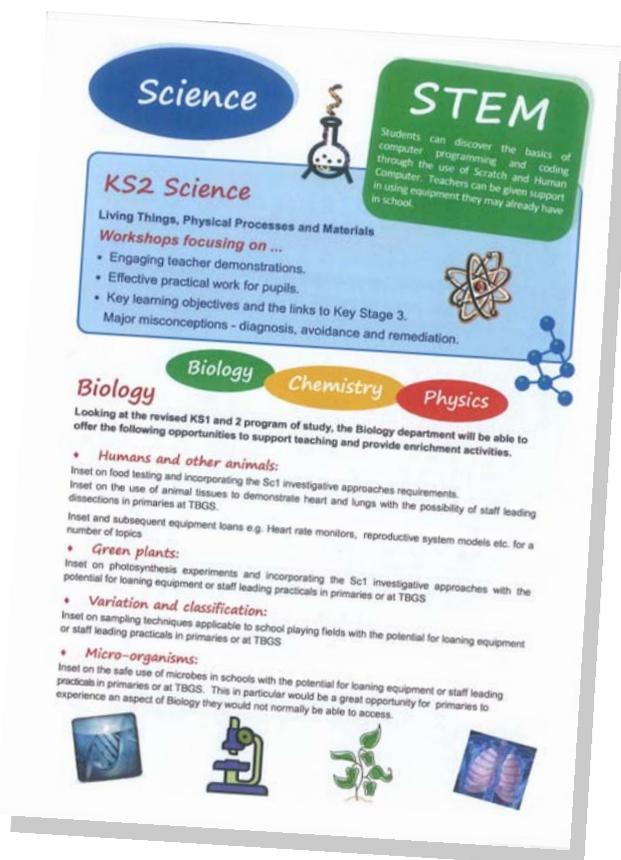
- ◆ Let's work together to ensure every student achieves the best possible outcomes.
- ◆ Let's cooperate to give pupils great experiences.
- ◆ Let's share expertise to become outstanding practitioners.
- ◆ Together, let's ensure that all our pupils enjoy the very best care.

Our reasoning for this is fairly fundamental. Pupils are starting in year 7 at TA with very low levels of attainment in English and mathematics. While we are proud that eventually pupils achieve attainment well above the floor targets, the demands on the school are heavy; it is fairly clear that low levels of performance at age 11 are deeply embedded and exceptionally difficult to remedy. Some believe it is too late to repair the damage. Our conclusion is that we wish to collaborate with primary staff much further down in their schools; to facilitate this we are appointing literacy and numeracy co-ordinators to work at KS1 and 2 level.



We have approached our six main feeders with our menu of support. We have asked them to sign up to protocols where we commit ourselves to working together to embed quality collaboration. To establish true value of that we wish to set down baseline measures where we wish to see progress-whether that's qualitative or quantitative. Currently, through the start-up grant none of this comes at a cost to our feeder schools.

So, we are currently asking our feeders to sign up to work with us, and genuinely agree to evaluate where value is or is not added; the whole thrust of this is to get teachers working together, not just to up-skill each other but to get to know one another, to understand the challenges facing each other, to appreciate the cultures of the different institutions and ultimately to see whether even closer links are desirable or feasible.



Above all, this is about transition-ensuring pupils are well-prepared and the process of transfer is seamless and progress rapid. And while this may be straightforward in a neighbourhood comprehensive, clearly it is not so with a selective TBGS, alongside a non-selective TA with the 'creaming' of the more able away from TA. Our ambition is to reach a point where parents are completely relaxed should their child not be selective because the provision at the non-selective is outstanding and finely geared to the needs of each child through specific curricular pathways. But that's for another article. The purpose of this is to illustrate the thinking behind the menu of CPD and enrichment activities that we have placed before our feeder primaries.

Roy Pike



From Flagship Policy to Local Practice – Closing the gap at Devonport High School for Boys in imaginative ways

Ability knows no boundaries. It is not exclusive to one particular socio-economic group. The same, however, cannot be said for achievement. With the National focus on ‘Closing the gap’ there is the opportunity for all Grammar schools to make a significant impact on the social mobility of young people. We recognise this at Devonport High School for Boys (DHSB) and support our Pupil Premium students in some creative and innovative ways.

The more traditional approach to Pupil Premium

The most common approaches are to fund teaching assistants, one-to-one tuition and booster classes in Maths and English. These can have a positive impact but can sometimes continue in perpetuity without being audited, quality assured or evaluated for their impact on raising achievement. At DHSB we have adopted the practice detailed below and it is making a significant difference to our boys in our context.

Raising the profile of Pupil Premium

We have a small cohort of Pupil Premium students compared with other schools locally. This is probably similar to all Grammar schools nationally but we are making policy changes to ensure there is a more level playing field. We have moved away from the verbal reasoning test in our admissions tests, in the belief that this favoured families who could afford coaching, and we are exploring the inclusion of FSM as a priority in our over subscription criteria. One practical approach is to make sure that our Pupil Premium students have a high profile within the school; we have two dedicated senior staff responsible for tracking and supporting this group, continuously, every week.

Each one of our Pupil Premium students has an individual data profile dating back to Year 7. This covers key data at KS3 & KS4 as well as rewards and sanctions received. As the students progress into Year 11, this form of intervention extends to a more intensive programme of mentoring carried out by senior staff. It lasts for just over two terms, from the mock exams to the start of the exam period in May. One-to-one meetings, with open discussions and then agreed targets are a focus. These mentoring sessions then lead into our Easter Revision sessions which are all having a significant impact on supporting the students. The mentoring programme will start a year earlier for the next group of students as we evaluate and adjust the support we provide.

Everybody knows the students

Pupil Premium students need to be known and supported by all staff. This year we have completed two staff training sessions to focus on how we use data to support the various sub-groups in our classes and in our school as a whole. Colleagues helped to design the data sheets they knew would best support students in the classroom.

We also shared the great practice happening in pockets of expertise throughout the school and used the great toolkit provided by the Sutton Trust and Education Endowment Foundation: <http://educationendowmentfoundation.org.uk/toolkit/>

Finding the barriers to learning

It may be common sense but we have invested time to talk to our students and their parents regularly to identify the specific barriers for that individual student. We have discovered that there are some common needs (usually involving organisation and goal-setting), but often the biggest barrier to that young person may not impact on anyone else. In knowing our students through their hard-work, personality and data, we also get to know their parents, carers and family members. The support we can then provide is completely personalised.

Spending the premium in imaginative ways

Following feedback from students one of the common barriers to learning at home and school was access to ICT, as a result we gave all of our Pupil Premium students an iPad and the training on how to use it to make a significant impact on their learning. We have provided broadband access at home as part of the entitlement which has also had additional benefits for the boys' families.

Finally we have provided an allowance for uniform and school trips. School visits have provided opportunities to enrich the students, opening their eyes to the possibilities that are available to them in the future and raising aspirations.

In the next edition we will focus on more specific examples of how these interventions have worked in practice and reflect on their impact through featured case studies.

Kieran Earley

Devonport High School for Boys





Annual Conference for Deputy Heads and Senior Leaders in Grammar schools.

KING'S
College
LONDON



20th May 10.00 a.m. - 3.30 p.m.

King's College, Strand Campus, London

The conference is aimed at Deputy Heads and members of Grammar School Leadership Teams. The event includes a range of key note speakers covering major areas of the work of leadership teams and also provides the opportunities for workshops covering best practice.

Programme

- **Sustaining Liberal Arts**
Professor A.C Grayling Master of New College Oxford
- **Emerging Trends in University Admissions.**
Paul Tuelon Senior Admissions Officer Kings College London
- **Benchmarking for Grammar Schools at a Time of Change.**
Mike Treadway Director of Research Fischer Family Trust
- **The Implications of Qualification Reform for School Leaders and for Examination Boards.**
Paul Steer Director of Policy OCR
- **Workshops on School Inspection,**
Implementing Reforms, Strategies to Support Outreach and Access.

Thanks to the generous support of Kings College, there is only a nominal charge of £50. The price has been set low to enable as many schools as possible to attend and to provide an opportunity for updating colleagues on some of the developments arising from the recent establishment of a Deputy Heads' Steering Group

Further details from

**Erica Materacki, Pate's Grammar School,
Princess Elizabeth Way, Cheltenham, Gloucs, GL51 0HG
or email emateracki@patesgs.org**



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

- ◆ **27th March** *Seminar for Headteachers on Accountability Reform.
RAF Club London*
- ◆ **20th May** *Conference for Deputy Heads and Leadership Team Members
Kings College London*
- ◆ **18/19 June** *GSHA Annual Conference. Broadway House. London*
- ◆ **18 June** *House of Commons Reception for Grammar School Heads*



Executive Committee



Chairman:

Charlotte Marten - Rugby High School

Vice Chairman (Chairman Designate for 2014/15):

Stephen Nokes - John Hampden Grammar School

Vice Chairman:

Mark Fenton - Dr Challoner's Grammar School

Treasurer:

Yvonne Wilkinson - King Edward VI Five Ways School, Birmingham

Regional Representatives

Kent	Rosemary Joyce, Matthew Bartlett, Paul Danielson, John Weeds
Medway	Christine Probyn
Buckinghamshire	Stephen Nokes, Phillip Wayne
London	James Skinner, Jonathan Wilden
Lincolnshire	Roger Hale
South West	Roy Pike, Stuart Smallwood
Gloucestershire	Jon Standen, Ewa Sawicka
Birmingham	Colin Parker
Reading/Slough	Jon Constable
Lancs/Yorks/Cumbria	Martin Pearman
Essex	Michael Skelly, Nicole Chapman
Midlands	Tim Swain, Michael Barrett
Trafford	Tim Gartside, Mike Thompson
Merseyside	Elaine Cogan
Warwickshire	Ian Blaikie

