

ART WORKS

Issue 25
December 2018

Association of Ringing Teachers – www.ringingteachers.org

Patrons: The Whiting Society, Paul Flavell and Helen McGregor & Peter Bevis

Applications are open for the 2019 ART Awards

Not sure if they're for you? Then why not have a browse through these quotes taken from the 2018 Award winners. All great winners just doing what they are good at.

The ART Learning the Ropes Individual Achievement Awards

sponsored by the Ancient Society of College Youths – two prizes of £250 and five prizes of £25

"Sophie has the rare gift of being able to learn a method and ring it without making a mistake and in all her peals and quarters she has never made more than one small error. In addition, her striking is excellent including on ten."

The Sarah Beacham Youth Group Award sponsored by the Sarah Beacham Memorial Trust – prize of £400

"We try to make the session "fun" and this includes playing the dice game, ringing handbells, some simple theory and always raising and lowering bells."

The Sarah Beacham School Group Award sponsored by the Sarah Beacham Memorial Trust – prize of £400

"Our links with the school have enabled a small rural church at Bradoc (population 126) with five bells to create a state of the art teaching centre and install 10 new bells at St Winnow."

The ART Award for Innovation in the Effective Use of Technology sponsored by John Taylor & Co. – prize of £500

"The new bells (of Carlisle Cathedral) were easy to handle and sounded delightful. They offered a wonderful opportunity to develop teaching at the Cathedral and recruit ringers."

The ART Award for Innovation in Recruitment or Retention sponsored by AbelSim – prize of £400

"Our existing young ringers proved to be great ambassadors. Ringing is seen as "cool" and it is seen as a great privilege to be allowed up on to the ringing gallery!"

The ART Award for a University Society that has made a Significant Contribution to Promoting Ringing to Younger People sponsored by CCCBR – prize of £500

"Our learners have given BUSCR the opportunities to develop new skill sets such as teaching, unforeseen stay replacement workshops, rope adjustments and a revolutionary more direct route to the pub!"

The ART Award for Inspiring Leadership in Ringing sponsored by Talent Innovations – prize of £400

"We needed to change our attitude and update our approach towards teaching to recognise and accommodate the different needs of learners. We needed to make ringing more attractive for learners and thus improve retention rates in a modern world where there are so many other activities on offer and more demands on people's time."

Find out more about the ART Awards and how to apply at ringingteachers/recognition/awards

Applications need to be submitted by 31 December 2018.

Please feel free to nominate yourself or the group that you are part of – don't be modest – we want to encourage good practice and new ideas! If you would like to nominate a group or an individual but do not feel that you are the best person to make the application on their behalf, then please contact the ART Awards Leader, who will try to assist.



December Issue Editor –
Claire Culham

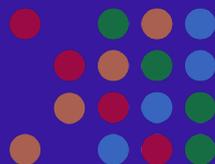
The next issue of ART WORKS will be
Feb 2019. Copy deadline – 31 January 2019

New year Editor – Simon Needham
artworks@ringingteachers.org

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Chairman's Chatter



When I last wrote in ART WORKS, I reported a record year in all areas, and the records are continuing to be broken. In October we issued 197 Learning the Ropes certificates – another record smashed! Rose is having a busy time keeping up.

The Ringing Remembers initiative has had an influence on the number of day courses we have run this year and has proved a huge success in placing bell ringing well into the public consciousness. In addition to the central learn to ring enquiries distributed to local towers, teachers have organised many local initiatives to recruit and train new ringers. I see success stories every day on social media and from ART Members. A great effort by the team that ran the Ringing Remembers campaign and by local teachers. Now comes the challenge of retaining these recruits and developing their skills further.

Have you attended a Module 2 day course? We have run many Module 1 courses this year but not everyone is following through to attend a Module 2. It isn't necessary to attend the courses in that order and you can sign up for a Module 2 without ever attending a Module 1. This module provides a host of exercises and ideas for teaching once your ringers can ring rounds and need to develop their foundation skills. This is a critical stage and the information available through Module 2 is a huge benefit to anyone teaching at this level. Ideas for running practices and developing the band are all there and you will find the practical sessions also add fun to a practice! If you have not been on a Module 2, push for one in your area now!

The 2019 ART Awards have been announced and include substantial prizes for Learning the Ropes Achievers which have been sponsored by The Ancient Society of College Youths. Do have a look and see if your group, leader or achiever could be put forward for an award.

The ART Masterclass for LtR Level 5 ringers took place in Birmingham, as always very ably run by Stephanie Warboys and supported by many Birmingham ringers. Reports of the day confirm that much was learned, a great time was had, and the day will remain in participants' thoughts for a very long time.

Stephanie and the Birmingham ringers provide a huge motivator for new ringers by hosting and organising this event. Thanks go to them for their help and commitment to supporting developing ringers.

The number of ART Centres and Hubs continue to rise, and I am keen to support these groups more. I am developing regular communications and support through such things as: priority for Workshops & day courses; ideas for refresher and group teaching events; and insurance. Links to ART Officers to provide feedback and identify needs are also being established.

Following a call for volunteers, an active and talented team is supporting our IT needs and developing our systems for the future. I am keen to develop similar support for Workshop development & delivery and supporting Hubs & Centres.

Remember from January mentors for Module 1 will be given the same assessment as teachers – normally at the same time. All mentors are teachers of course. To relieve the administrative burden on mentors, ART Assessors will carry out the recording of the assessment on SmART Ringer and a series of FAQs is being added to SmART Ringer dealing with commonly asked questions.

Sadly, this is Claire Culham's last edition as Editor of ART WORKS. During her tenure she has produced a very high-quality, informative magazine for our teachers. Thank you Claire for your hard work and commitment. You'll be a hard act to follow.

In March after the AGM I shall relinquish my role as Chairman of ART. I will continue as a member of the ART Management Committee. To take ART through the next stage of its development, the committee have elected Lesley Belcher as Chairman designate and I am in no doubt that Lesley will continue to lead our flourishing ART, developing it further, and ensuring its sustainability and its support for ringing into the future.

ART Chairman – Graham Nabb
grahamnabb@ringingteachers.org



Chime for Armistice

It was in September that Brian, the Weekley Lay Reader, contacted ART. The Church, part of the Boughton Estate near Kettering, had a congregation who wanted to ring their six bells but no bellringers, could ART teach some of the congregation? As the nearest ART Member I was asked to help, and with Helen Churchman the Kettering District Ringing Master and Nich Wilson, a local Tower Captain who had recently attended a M1 course, we set about teaching. Nick Churchman was roped in to help to do some maintenance on what are a challenging set of bells to learn on. If I say: bells not rung for years, long draught, Hastings stays, plain bearings you get the picture.

The learners were not safe to ring on their own for Remembrance Sunday so it was decided they would chime the bells before the service, in rounds if possible.

After the service the congregation were asked to come and chime a bell in remembrance, under the watchful eye of their new bellringers, who had become very good at chiming, raising and lowering half way-ish, but putting both strokes together is going to take a little longer yet.

The day before, on Saturday 10 November, a quarter peal was rung at Weekley as part of the Kettering District quarter peal week-end. Information was left in the church about the bellringers in the District – who had gone to war. As we rang this ground floor ring, people in the church talked to visitors who came in to watch. Hopefully we may gain some more recruits in the future! At the moment we have our hands full with our existing new ringers.

Elaine Greatrex



Canada Remembers

A request came in from Canada from someone interested in the Armistice Day commemorative ringing. Rose, never one to disappoint, sent over quite a few video recordings from the day which were shared amongst old friends. This was the response:

“My mum’s 93 year old best friend watched all 15 videos I found so far on youtube, including the ones you sent. She says she loves the bell ringing, and it is a beautiful sound. Sarah had videos of the bells being rung in the old country churches of the kind fondly

remembered by Mrs Thibeault, however, she enjoyed them all, from the beautiful one in Australia, to all those recorded on November 11th in Great Britain, to one In Truro here.

It is amazing how a video and the familiar sound brings her home and makes her happy. Will be passing more on to her as they get posted. Told her about the upcoming Arkansas one. It is just lovely what your recordings have done for her.

I will be passing on your Ringing Remembers video links to our veterans

home, and to our national war museum members association.

Thank you very, very much. Mrs Thibeault wants to write a thank you note to you, Rose and to all who made it possible to share your beautiful bellringing on 11 November.”

Lesley Belcher



Ten learn the ropes at Greens Norton



The Armistice weekend has been a very special time for these happy bell ringing recruits from Greens Norton, Northamptonshire and surrounding villages. Following an open day at the end of June they signed up for lessons and have received an intensive programme of bell handling training following the ART Learning the Ropes scheme. On Saturday 10 November, inspired by the Ringing Remembers campaign, the learners, teachers and helpers met at Greens Norton church to take part in an hour of half-muffled ringing. All the new recruits rang in rounds or call changes. This was followed by the presentation of LtR Level 1 certificates by Rev Lulu Pelly, and a delicious lunch prepared by the Greens Norton ringers. Several of the group also took part in the 12.30pm ringing on Remembrance Sunday at Greens Norton, Bradden, Cold Higham or Pattishall.

And this is how it all began ...

For some time, the PDG Towcester Branch committee had discussed the need for developing recruitment and training in the branch. In February we decided to appoint an recruitment and training sub-committee and out of the meetings of this small but enthusiastic group has come one of the biggest training initiatives in the Towcester Branch for many years.

With a good mix of skills and experience, including a recent recruitment drive at Maids Moreton, three ART teachers, and a keen LtR Level 5 ringer, it wasn't long before plans were racing ahead for an Open Day at Greens Norton on June 30. Helped by the Greens Norton ringers, lots of thought and planning went into the day and we assembled displays, model bells, books and information and an army of helpers. We ran the ART recruitment video in the church and made a Ringing Remembers display. We gave demonstrations in the tower, had a video link to the belfry and gave people a go at chiming a bell. Refreshments were served throughout the day. We were very thorough in getting everyone who visited to fill in a feedback form, giving their contact details if they wanted to learn. Over 30 people came of whom an amazing 10 people wanted to learn, ranging in age from 9 to 65!

And then the real work began! In the week following the open day all those interested in learning were contacted and offered a

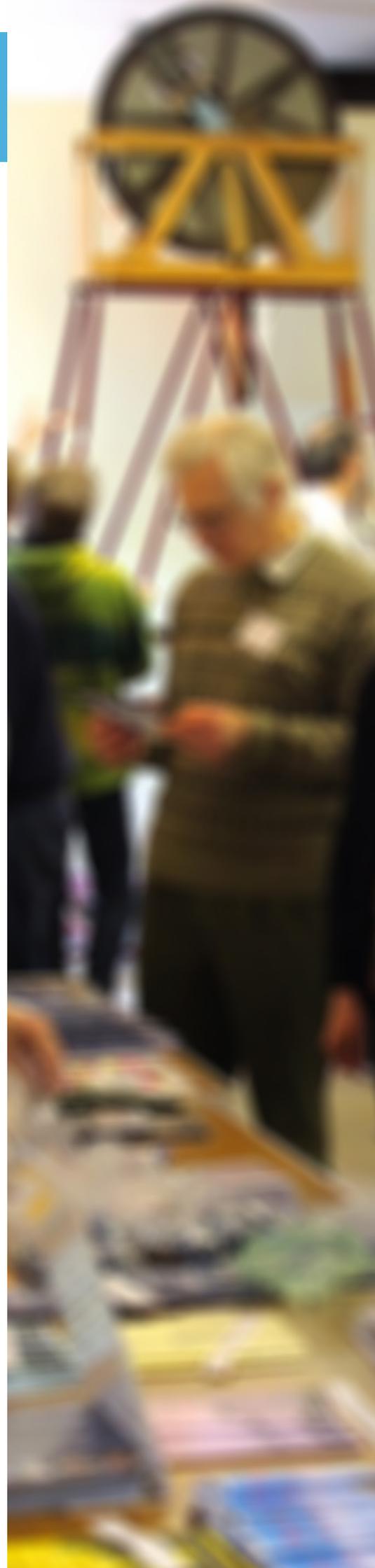
date for an introductory session where the bells were visited, safety rules explained, paperwork completed, and each learner given a taster lesson. Meanwhile, a team of six experienced ringers, all of whom had taught bell handling, were assembled. Ideally, those who hadn't done so would have attended an ART M1 day course before they started teaching but we ran out of time! Instead we asked friend and ART Member Lesley Belcher to come along the day before we started teaching to give us some teaching tips, which proved to be a valuable refresher for us all.

Throughout August and September, we used Bradden and Cold Higham churches (easy going bells which we could leave tied) for intensive bell handling training. We offered one-to-one sessions morning and evening Monday to Thursday for nine weeks with the aim of giving each learner at least 8x1.5 hour sessions. We set up a shared spreadsheet to record comments after each one-to-one session so that the next teacher would be fully informed. We used slow motion video of the learners and teachers to help in correcting errors and illustrating good technique. Some of the ringers made rapid progress, attending two to three sessions a week in the early stages. Others have not been able to commit so much time, but everyone has remained enthusiastic.

The transition to ringing with others has required more head scratching. It was clear that ten learners turning up all at once to Greens Norton practice would benefit nobody! We are currently running two Foundation Skills practices a week at local towers, to supplement the regular practice night. This formula is working well alongside a few on-going handling sessions.

As teachers we have learned so much. Having a team of teachers has allowed us to offer intensive tuition, to support each other by sharing tips and experiences and has also enabled us to have some time off when needed. Inspired by our efforts we ran an ART Module 1 day course in October and six more branch members are now on the road to accreditation. The whole experience has been hard work but very rewarding and we have a great bunch of new ringing friends of whom we are extremely proud.

Margaret Bulleid



Striking Competition or Ringing Festival?



All I wanted was one recruit, so I could gain my ART M1 accreditation. I've ended up training two bands from scratch and becoming the Association General Secretary. This is how it started ...

I needed a willing pupil so over lunch it was suggested we should hold a taster session to recruit for Ringing Remembers. I found myself live on radio a couple of weeks later and that afternoon a group of potential recruits turned up. One lived close to me, Mary, you all know Mary, she recruits others, has great ideas and writes a Blog. In February she hadn't started any of that, she was just trying to nose-about in the ringing chamber of St Peter Mancroft to search for the names of her relatives on the impressive peal boards. Mancroft Ringing Discovery Centre, as it is now, was a building site, therefore Mary first rang at St Giles and was not going up any more stairs to look at bells.

From that first taster session there was now a group of Ringing Remembers recruits starting out in Norwich, with Catherine and Steve spending all their spare time teaching. Meanwhile Mary had enthused the Reedham WI to take up ringing and for the first time in decades there was talk of a band at Reedham. Over at Hickling, Jo – and what seemed like the rest of Hickling – were looking at getting Hickling ringing for the first time in decades. Two further taster session and lots more recruits.

The South Walsham band are a lively bunch and a further M1 day course gave us a few more ART-trained teachers. Bribed with tea and cake, these new ART teachers brought the two bands of Hickling and Reedham together to become one and around 20 were now training using the Learning the Ropes scheme using South Walsham bells; Hickling Tenor weighing 20cwt.

I had time on my hands, having been made redundant from my job of 35 years, and was playing with the idea of some employment, so I asked our Association President if he'd write a reference for me. This was a mistake: he can be very persuasive even in a short text message. While I was away on a pub crawl in London I became the Norwich Diocesan Association Secretary.

The Association hadn't held its Striking Competition for about five years as it seemed no one wanted one. South Walsham has good facilities: ground floor ring, beautiful churchyard with second church which is good for events. I had already been asked if South Walsham was available to host a competition and do a tea, so it was in my diary and then I discovered it was the same day as the Standing Committee meeting – time to combine the two events.

The Norwich Ringing Remembers recruits were challenged to come and ring rounds at the striking competition. They looked scared. It got renamed as a Ringing Festival – cake and 50 Ringing Things were mentioned and there you have a whole host of enthusiastic ringers.

“ **More novice bands stepped forward and, on the day, we had a total of 15 bands ringing with 5 in the novice section** ”

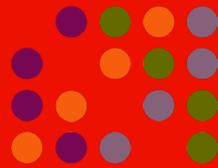
A splendid tea was provided by the Reedham WI. A new novice trophy was fashioned from a broken Mancroft stay. Felmingham were worthy winners but I did notice that there was a South Walsham trained ringer in that band!

Those that say they don't like a competition missed out on a delightful sunny afternoon spent with good company and there were generous prizes awarded that had been donated by The Ship. Many of us spent a pleasant evening celebrating and spending the winner's vouchers.



Nikki Thomas

Group Assessments Work



This year has seen an increase in both new ringers signed up to Learning the Ropes and in also in the demand for day course teaching Modules, with the result that there are quite a few new teachers getting ready for assessment at the same time. As an assessor, I have felt this increase in demand, too and recently I have undertaken assessments within the context of a group teaching session.

These have been very fruitful and successful for many different reasons which I will outline below.

Group teaching is such a positive and encouraging way to teach. Every group teaching session I have been to has had the most amazing energy and there has been a lasting sense of achievement and satisfaction from both teachers and learners. So it's a really great environment in which to carry out an assessed lesson.

It is easy to for an Assessor, or an experienced teacher, to underestimate the degree to which new teachers may feel anxious and nervous about their assessment. Despite trying to emphasise that it is all about learning and sharing good practice, I think there is still a sense in which people may feel they are being tested in the narrow sense of the word, so the relaxed and usually jovial atmosphere of a group teaching session really helps to alleviate this. Moreover, because there is usually quite a lot going on simultaneously, even at a small group practice, it can help take the focus off the new teacher and helps to make them feel less self-conscious.

Often the logistics of people getting around different parts of a wider area and fitting assessments into a busy schedule of ringing, teaching and life, can really delay things, so a group teaching session can enable several assessments to be carried out in one go. This can be a big help if an Assessor has a reasonable distance to travel and it also gives a more nervous teacher time to warm up with their learner while the Assessor starts off with a different teacher. It may also help if a teacher or learner can't attend the whole session but can come to a part at a time to suit them.

I find that assessed lessons involve quite a lot of talking and this is a useful way of making the session inclusive, which helps create the right atmosphere of openness and interaction, and takes the spotlight off the teacher and learner. It also means you can start making assessments without standing there with a clipboard feeling like a bit of a party-pooper.

I recently carried out assessments for a group of five new teachers. Only two were experienced teachers while the other three were new to teaching and felt rather apprehensive. I think the group approach really helped dispel any anxieties and allowed me to observe their group dynamic and how they supported and encouraged each other – something I wouldn't have seen if the assessments had been done singly. This was something I found very impressive about the group. One of the new teachers wrote to me afterwards, "I feel as a group we have grown together and form a good basis to move our learning forward. I was feeling quite lost and alone beforehand with very little support, but now have more confidence that I have a support network around me." I think the group assessment really cemented this feeling of being in a functioning and successful group.

Even when I assess experienced teachers I can sense a slight apprehension, so again, opening up the session to other people and seeing them work in a wider group setting is beneficial for all.

Perhaps organising an assessed lesson is a cloud on your horizon, but it shouldn't be! Try getting a small group together for a practice and the assessment can just be a part of that. It will really take the pressure off and your learners will feel really proud of you when you get your certificate – just as we do when they get theirs!

Ruth Suggett



ART Conference 2019: Making a difference



ART's exciting agenda this year includes a great line up of speakers, with keynotes by Mark Regan, Simon Linford & Claire McArdle, Matt Bulbeck a professional outdoor sports coach and bell ringing teacher, and Ian & Louise Wilson, who have extensive private sector management experience as well as being academics and bell ringers.

Reflecting the rapid proliferation of questions and concerns around recent events, additions to the ART line-up include presentations about safeguarding, insurance and risk assessments, which had to be cancelled last year because of the snow! Opportunities to talk through any local issues with the experts will be available throughout the day.

Then there are a range of seminars showcasing innovative ideas from

amongst the bell ringing community.

The second day of the conference weekend concentrates on youth and is hosted by the Central Council. You are invited to contribute to a Vision for the Future of Youth Ringing. The day will consist of: presentations by youth leaders within ringing and from other organisations, lots of opportunities to share ideas and good practice; and practical sessions for young people. To encourage youth participation, all youth in Full Time Education will be entitled to a reduced entry ticket, meaning they just have to pay for their lunch.

The ART Conference is open to all ringers. Booking opens early January, but put the date in your diary now – 2 and 3 March 2019 at Worcestershire Country Cricket Club.

Mark Regan

Ringling in Worcester – the Future

Matt Bulbeck

Why I refuse to be called an Instructor: the differences between instructing, teaching and coaching

Marcus Booth

Insurance & Bell Ringing: what you need to know

Simon Rudd

The Mancroft Ringing Discovery Centre

Ian & Louise Wilson

Leadership – managing and motivating the team

Jennie Higson & Giles Willson

Marketing or teaching? Behind the scenes of adult education

Roger Booth, Matt Lawrence & Don McLean

Developing a regional support structure

Veronica Downing

Differences in learners and flexible teaching approaches

Simon Linford & Claire McArdle

Learning the Ropes Plus and Pickled Eggs

Andrea Watkins

Volunteers, safeguarding and the CofE

More details are available [HERE](#)

A Branch Ringing School

The Old North Berks Branch of the Oxford Diocesan Guild contains 32 ringable towers, but around half of them don't really have an effective band. As Branch Training Officer I have the opportunity to address the problem and, with the help of the other Branch Officers, I have been organising the towers in a collective effort. The many experienced ringing teachers in the Branch have helped immensely.

Between May and July 2017 we ran a six week "Learn to Ring" course. We gave an hour's one-to-one teaching three times a week, each at a different tower for half an hour before the tower's practice night. Four people joined the course. After six weeks the learners could almost ring solo; we had rung at thirteen towers and seventeen teachers had taken part.

From July to December the lessons continued circulating round our branch towers, but just once a week, with fewer teachers and more participation by the ringers at the practice nights. The learners progressed and were joined by lots of other learners from around the branch.

We use the ART Learning the Ropes syllabus to structure our teaching, with the bonus of certificates for the learners

at strategic points in their progress. We named this group the LtR2 (Foundation Skills) group of our Branch Ringing School. The LtR2 group continues to this day. We use lots of games and exercises to help the learners proficiently control their bells, to listen to their striking and to raise and lower confidently.

Meanwhile we set up further LtR1 (Handling) courses for new learners in January and October 2018. Saturday mornings 9.30 – 10.30 am seems to work well, again visiting a different tower each week. We recommend that each new ringer is attached to a branch tower where they receive an extra lesson each week between the Saturday sessions. We taught three learners in January and three more started in October.

Some of the new learners are very well-motivated, support their towers enthusiastically and are out at other practices several nights a week. There have of course been a small number of learners dropping out through illness and moving house, but more than half continue to ring. Many of those attending the LtR2 group are now learning to ring Plain Hunt in their own towers.

I have been acutely aware that it would be easy for me to upset the experienced ringing teachers if I treated them any differently from the few who have trained with ART. I have trained new ringers together with teachers I had never seen teach before. I looked out for any I wouldn't want to teach with again, and I know they watched me. And gradually I am seeing other teachers use the ART techniques. By recognising the contribution which could be made by the experienced teachers who had had no contact with ART and teaching with them, I have (I hope) gained their respect, not only for me but for the teaching techniques I learned from ART and for ART itself.

Overall I am delighted with the results. The Branch Ringing School is gradually making a difference to our branch: introducing novel exercises to our towers, raising awareness of striking and helping our teachers and Tower Captains to gain new teaching and ringing ideas from each other. We haven't managed to repopulate any of the towers in the branch yet, but we have made a start.

Susan Read

The Slapton Belles - disappointment and delight!

First the disappointment. The original target was to have the bells at Slapton rehung in time for the Armistice Centenary on 11 November. That target was looking increasingly unrealistic as time went on and a lot hinged on the Heritage Lottery submission. Unfortunately we now know that Slapton's bid has been rejected. I have to say that, from reports I have read or heard of, I am unable to detect any common thread or criteria with Lottery-funded bell restorations. Some projects which (and I emphasise that this is my own personal opinion) seem more deserving have been unsuccessful whilst others perhaps less deserving have been successful. The repercussions of this still have to be debated.

Anyway, to come to progress of the team as a whole, it has gradually settled down to six ringers who have persevered thus far. Some have dropped out for various reasons and we hope they will return in

due course. Wednesday evenings have become the de facto Slapton practice although some occasionally come on a Tuesday. With a group of this size all learning together, progress is relatively slow, but it has been a time of gradual consolidation. Everyone has done some call changes, place making, etc, and the Slapton Belles now regularly take part in service ringing at both Marsworth and Mentmore.

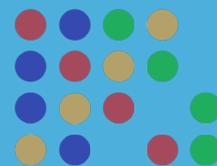
The highlight – hence delight in the title – was undoubtedly the weekend of 10th & 11th November. On Saturday we had a team outing to four local towers, at two of which the bells were half-muffled in anticipation of the following day's ringing. This gave opportunity to try bells with long draught, a relatively heavy ring and a very light ring, plus the experience of a very oddly-tuned ring of four bells with a very short draught and plain bearings! It did become apparent

that, whilst perfectly comfortable on Marsworth's easy-going bells, some ringers needed further tuition to cope with these situations, so a "style workshop" is being arranged to help address this. But it was a successful and sociable day, and thoroughly enjoyed by everyone.

Then we came to Sunday, the culmination of the initial target of the Slapton Belles, to ring for the Armistice Centenary, albeit not on their own bells as originally hoped. Four were able to participate in service ringing at Marsworth, whilst three later came over to Mentmore to make up a team to ring the bells briefly there. Then all six participated in the 12.30pm open ringing at Marsworth. We kept it simple, but that didn't matter. It was the taking part in a national commemoration that counted. The Slapton Belles went home (or to the pub) on a real high.

Richard Booth

Learning the Ropes Masterclass 2018



On Saturday 8 September, Josh (17) and I (15), accompanied by Susan Read and Tim Pett, travelled to Birmingham to attend the Learning the Ropes Masterclass, for those who have completed Level 5 of the Learning the Ropes scheme.

Each student was assigned a personal mentor to help develop their ringing throughout the day. I was paired with David Hull and Josh with Paul McNutt. Before heading to the towers, we were welcomed and completed a few listening exercises as a group, to see if we could identify striking errors and know how to correct them. We also discussed our individual objectives for the weekend.

The first ringing of the day was at St Phillips (a twelve) where we rang a mix of methods so everyone's capabilities could be assessed. We worked closely with our tutors to develop our personal objectives and then went on to St. Paul's for targeted ringing on ten bells. In the afternoon we experienced the St. Martin's 16, before being joined by other groups throughout the afternoon, so that everyone could have an opportunity to ring on higher numbers. We were all encouraged to try something new, with the help of our tutors. I called call changes on 16, called touches of Stedman and Grandsire Cinques and rang the tenor at the Bullring! Firsts for Josh were ringing Grandsire Caters for the first time (a touch!), Little Bob Royal inside, a touch of Cambridge Major, Cambridge Royal inside, and Littleport Maximus (inside to a touch). He was really thrilled!

In the evening we were treated to a delicious dinner at Byrons, a burger restaurant. Later we played card games in Josh's palatial hotel room – cheat, blackjack and spoons.

An 'All You Can Eat' breakfast at our Premier Inn set us up for the next day when we walked to the Bullring for some handbells prior to the usual Sunday service ringing. We were then allowed to ring on both the 12 and the full 16 for the service, as well as witnessing some impressive spliced Surprise Maximus by the famous Birmingham band. After stopping for coffee and some impromptu coursing order tuition from Michael Wilby

(thank you), we headed down to St Chad's for 20 minutes of ringing, before returning to St Paul's. There we rang a quarter of Cambridge Major, my first of Major as conductor and Josh's first of Surprise inside.

It was a brilliant weekend, and many thanks go to the organisers and helpers, in particular Stephanie Warboys, Simon Linford and Arthur Reeves for the time and commitment they put into making this event the huge success that it was.



Sophie Martin

How far do our ringers progress?



The keen ringing family

"We see ringing as being a big activity in our lives for a very long time and try and ring a number of times every week (I think 5/7 is our best week so far!)"

Sensitive ringing teachers

"We need to be sensitive to people's individual aspirations and not assume that they are as keen as their teachers. I'd much rather have someone stopping to progress through the levels than lose a service ringer because I've pushed them too hard."

Ringers who help themselves

"At this stage it's all about practice. To that end I'm trying to get out to as many practices as possible just to keep up the momentum".

Courses

Ringing courses such as Bradfield, Hereford and Essex can help boost ringers' progress

Create an ART Hub or Teaching Centre

Joining together and teaching as a Hub or Centre has been shown to improve ringers' progression.

Norwich Diocesan Association
Reedham, Norfolk
Monday, 19 November 2018 in 5m

20 Rounds Including Switcheroo Composed by ART

- 1 Judy A Farrimond
- 2 Mary Jones
- 3 Diana Gilder (C)
- 4 Jayne Booth
- 5 David Breeze
- 6 Martin D Farrimond

**Wishing Bishop Graham James well
in his retirement**

This year we've seen ever more ringers registered onto the Learning the Ropes scheme, but the number of them progressing through the higher levels has remained stubbornly fixed. We were sure that ringers weren't dropping out of ringing in large numbers but wanted to know what was happening and if there was anything ART could do about it. We started by

asking for feedback from teachers and ringers on the scheme.

Motivation – why ringer's ring

Of course we would all love to teach learners who are "totally hooked on ringing" and it becomes their main hobby. Just like the keen ringing family – such motivated ringers need the opportunities to fulfil their ambitions and to progress.

However, many respondents emphasised that ringers ring for a variety of reasons. Some are very happy ringing Call Changes, covering or ringing the treble, attending their local practice once a week and being a regular Sunday Service ringer. As ringing teachers we need to be sensitive, but it doesn't mean we don't have standards or aim for improvement "It is OK to have ringers happy to ring only rounds and Call Changes and if LtR helps improve the standard (i.e. striking) to which ringers achieve this then that is a big win for bell ringing as a whole."

Opportunity – how can we provide it?

So, you've got the "ringing bug" and you're in a tower with lots of helpers and opportunities. That's the ideal, but for many it's not like that.

For a start, some bands sign up to LtR as completely new bands. It will take them an extremely long time to progress and ringing a quarter peal might seem an impossible dream. One ringer asked "What if your tower cannot support learning beyond Level 2 or 3?" and another observed that "Two of the learners have completed Level 2 but progress through Level 3 is slow as they don't have a strong band round them and they don't have the time to go to other practices. For them to tenor behind or treble to a method we have to have extra helpers at their practice." It is clearly hard for ringers in new or inexperienced bands to progress to Level 3 or beyond.

Individual ringers can and do help themselves and recognise that "It's lovely to have lots of learners, but the double-edged sword is that we do get less rope time. The various courses where offered are incredibly helpful and so much fun too. I was fortunate enough to be on the Bradfield course last month, which gave me such a boost."

Motivated ringers need frequent targeted practices to progress and, although courses like the Bradfield course give a boost, it is quality and frequent time on the rope that is required. The consensus was that although that happened it didn't happen anywhere near often enough.

Unless they are exceptionally motivated and have time to dedicate to it, most ringers will only be able to progress to the level of the band they ring with. To increase the level of ringing of a band as a whole requires external, regular and frequent help. Joining together and teaching as a Hub or Centre is an organisational model that is becoming more main-stream and has been shown to improve ringers' progression.

This is where those teaching ringing can benefit from thinking outside the box a little. That's to say change the objectives to something that CAN be achieved by the band rather than what is too difficult to attain with the resources available. This is what a new band in Norfolk achieved. Only five minutes but it was put on Twitter by someone who was impressed and no doubt the ringers were really proud of their achievement!

What have we learnt?

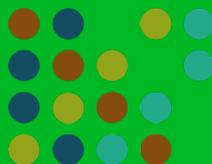
In the next edition of ART WORKS we'll cover teaching and the Learning the Ropes scheme itself before taking another look at opportunities. Some key messages are already emerging.

- Understand your ringer's motivations and let them guide progress. Ringing is just a hobby!
- Good quality rounds and call changes for some ringers and bands is as much to celebrate as a Level 5 certificate for others.
- Provide plenty of opportunities for those with the "ringing bug" to learn and progress, including frequent targeted practices.

If you'd like to share any other experiences or insights please get in contact at lesleybelcher@ringingteachers.com. We're looking to address some of the issues that you've already brought up, so look out for some exciting events and products next year!

Lesley Belcher

Moving on to touches of Plain Bob Doubles



Splitting new skills into smaller bits allows the learner to tackle a new skill in palatable bites. This is valuable for all learning styles, in particular for those whose preference is kinaesthetic learning, i.e. learning more through hands-on experience than by verbal or visual instruction. To have the most flexibility you need to let go of the tradition that suggests that all touches must be true or at the very least start and stop in rounds. Practise what you need to practise in the most time-effective manner.

Here are two strategies for chunking the learning of calls, both involving repeating selected works. Whilst most will teach only bobs, do remember that Plain Bob Doubles does have a specific single (place notation 123). It's very useful as it introduces the concept of more than one type of call early on and it also permits a wider variety of 120s to be rung. It has featured in the Ringing World Diary for a very long time but many ringers don't seem to know about it.

Choose to put in calls which have a specific effect on the learner's bell

The simplest example of this is to call two consecutive bobs. The 2 will run in twice – it merely plain hunts, but the difference is that the ringer must be mentally ready to either dodge 3-4 down OR run in if a bob is heard. Similarly the 3 with either make 2nd or run out. The purpose of this exercise is that whenever they approach a piece of work they remind themselves of the work if there's a call.

This can be developed in several ways. You may decide to call a bell to run in, then let a whole course be rung before again calling them to run in. Once they've grasped running in/out you could call a touch randomly requiring their bell to do either piece of work interspersed with plain leads. This clearly requires a longer piece of ringing but, as long as you've planned for it, why not? Whoever said Plain Bob Doubles touches can't exceed 120 changes?

Having dealt with running in/out, move on to considering the work of the other

two bells who will repeat a short course of work, i.e. make the bob or long 5th. This is a good time to visit the theory with a reminder that all "work" occurs at the treble's lead (one ringer told me that before she learned to ring inside she thought "bob" was a reminder to the treble to lead!) The theory will reveal why 2 & 3 plain hunt through the lead end and "do it next time", whereas after a bell makes the bob it rings long 5th next. The concept of "place bell" can be usefully established and is good preparation for more advanced methods in the future.

Using "Bayles" or its close relation "Thingummy" – techniques also known as "Groundhog Day"

These are simply ways to start ringing Plain Bob Doubles and then at any point have the band repeat a specific lead over and over in isolation before either calling "stand" or issuing a call that tells the band to drop back into Plain Bob Doubles. A key issue here is ensuring that communication is clear. Some towers use it a lot but in some places there may be hesitation, often due to long-standing ringers being unfamiliar with it or reluctant to try "new-fangled ideas". If it's not part of the tower's regular diet rehearse it first with a band who can ring Plain Bob Doubles and then ask someone to give their rope to the new ringer. If you have a SmART Ringer login you can find details of these and other "stepping stone" methods at <https://smartringer.org/resource/14633/>

If you want to pose a teaching question to the ringing community why not join the Ringing Teacher Facebook group – you'll get lots of helpful responses from a friendly and supportive group of teachers.

Heather Peachey



Eight years on



It is eight years since four of us from our little District of Ledbury went to the first of Pip's courses in England; so time for a reflection and update.

Eight years ago, we could see that ringing locally was not flourishing: numbers were dropping and generally not much progress was being made. People seemed to continue week in week out doing the same thing but we were slowly becoming a smaller and smaller group. No single tower had the resources, skills or energy to step things up a gear, to train new ringers and make more rapid progress.

The details of how we started to change and the process we went through can be found [HERE](#).

The biggest change for us all was starting to teach learners from 'down'. I am really pleased to see how this change is being accepted and used much more widely as it fits well with the ART principles of progress by small steps and making safety a paramount concern. Our plan for teaching handling is available on SmARTringer as part of M1 resources "Teaching to Handle a Bell" found [HERE](#).

As teachers, we had to iron out our own handling irregularities and we supported each other in working through these issues. This is not easy but it's essential if one is to demonstrate correctly and set a good example. We can all observe old habits coming to the fore particularly when under pressure. Old habits die hard, which is why it is essential to make sure things are right from the beginning for our learners: Failing to correct potential faults makes progress for all learners harder than it needs to be.

We have been through a number of recruitment drives and training sessions, some with up to eight learners (probably too many) and some with single people, but we still try to use a number of teachers for their training as it spreads the load and brings different approaches.

A highlight for me has been to see one of our ART learners now working through his M2C and nearing time for

an assessment. It has been interesting how the ART principles are second nature to him rather than being a new approach for those of us taught in a previous era.

It has taken a while, but we have begun to reverse out downward trend and are slowly on the way up. Our bands are slightly bigger, we have created a band in a silent tower, generally the level of ringing has been raised and most of the time the striking is better. Many more ringers are visiting other towers to get more practice on different bells. This has been most rewarding to see but it has started to bring its problems. Several practices are becoming a little overcrowded and this presents a real problem for the Tower Captains to give both their band and the visitors a good go at what they are learning.

This situation has made us try and find a different way of doing things. First we sent out a Survey Monkey questionnaire which was completed by almost everyone in the District. Generally we seem to be doing the right things but a number of recurring issues were raised:

- **Only get short tries at what the student is learning**
- **Not practising enough times in an evening**
- **Other people going wrong in the learner's touch**
- **No theory sessions**
- **Too much time spent not ringing**

Following the survey we shared those results with everyone and in addition we had a Tower Captains/teachers meeting at which we worked out ways to address the issues raised. We already had monthly district practices based around a normal tower practice but now with stronger bands and more visitors the needs have changed. We also have monthly, Saturday morning specific method practices and a quarter peal evening. How could we change our approach to provide better regular training?

We thought about a "Birmingham Approach" but we do not have the helper resources to mount that on a regular basis, so an adaptation of that approach is being tried in the form of a monthly District Practice Week. We have tried one and the response was very supportive so we plan another and hope to keep it rolling along.

The "Ledbury Approach" adopts the following method: one week a month, all tower practices are suspended and everyone is invited to a specific LtR practice (4 - 5 students maximum). The first week comprised the following practices: Level 3, Level 4, 2 lots of Level 5 and Plain Hunt & Plain Bob Triples, with ringers above that level acting as helpers who themselves were specifically asked to help at a particular session. Most helpers were asked to do a second evening. Some people were asked to change from their normal practice nights or towers but all ran quite smoothly.

The next District Practice Week will be very similar with some changes

to venues and nights. We will have to see how this approach works over the coming months and whether it is sustainable. The planning and organisation may be an issue. We work from the premise of "Nothing ventured, nothing gained."

Frank Seabright



Learning the Ropes Achievers



Level 1 - Bell Handling and Control: Safe and competent bell handling including raising and lowering a bell.

September 2018

Carol Knott - Chelmsford
Andrew Knott - Chelmsford
Rebecca Legowski - Hull
Diana Cheesman - Edinburgh
Helen Cummins - St Giles, Norwich
David Morgan - Weston
Lisa Flynn - Greens Norton
Katy Douthwaite - Pattishall
Cindy Wang - Billingshurst
Toby Hughes - Belper
Miranda Jones - Dunblane Cathedral
Doreen Beales - Hickling and Broadland
Bellringing Centre
Andrew Beckerson - West Monkton
Michael Crilly - Pitminster
Anna Cuthbert - Billingshurst
Philip Cornell - Leominster
Elizabeth Bomber - Bolton
Molly Holmes - Dunblane
Malcolm Holmes - Goldhanger
Keith Crozier - Kedington
Harry Thorne Henderson - Taunton
Debbie Henderson - Taunton
Rachel Horder - Taunton
William Rogers - Taunton
Karen Miles - Great Wilbraham
Mervyn Rogers - Fen Ditton
Graham Smith - Heighington
Jan Davies - Lytchett Matravers
Hollie Wicks - West Monkton
Tracy Keywood - Bradford on Tone
Hepzibah Cole - Leominster
Dawn Milne - Marsworth Centre
Mollie Kelleher - Marsworth Centre
Paul Moring - Marsworth Centre
Matt Groves - Ranmoor
James Monks - Marsworth Centre
Jackie Henderson - Taunton
Angela Thorne-Henderson - Taunton
Mike Rogers - Taunton
Maggie O'Malley - St. Marie's Roman
Catholic Cathedral, Sheffield
Bob Rae - St. Marie's Roman Catholic
Cathedral, Sheffield
Willow Dains - Abingdon St Helens
Mike Wykes - Sunningwell
Jean Mooney - Mitcham
Christina Brice - Mitcham
Heavenleigh Angel Wiloughby - Mitcham
Ingrid Demaerschalk - Richmond
Dorinda Ostermann - Docklands Ringing
Centre (Limehouse)
Ed Shorthouse - Padstow
Corinne Hillman Bickle - Hillfarrance
Billy Beck - Greens Norton
Geoff White - Greens Norton
Alison Sanger - Greens Norton
Steve Johnston - Seend
Coral Ann Blake - Seend

Jeremy Parnell - Seend
Nikki Flanders - Bishops Itchington
Sarah Robbins - Shenfield
Joanna Hoad - East Molesey
Jayne Booth - Reedham & Broadland Centre
Ann Horwitz - Reedham and Broadland
Bellringing Centre
Max Earthquake - Harborne
Liz Lawson - Gosforth
Steve Rigby - Gosforth
Judith McLane - Gosforth
Gill Knowles - Bolton
Joanna Cooney - Katoomba
Callum Lock - Yeovil St John's
Olivia Rooney - St Thomas, Belfast

October 2018

Zoe Ward - Rumney
Archie R C Machin - St John Devizes
Carol Parker - Messingham
David Corry - Dunblane Cathedral
Peter Seward - Kildwick
Jane Edwards - Thurstaston
Gary Pond - Edgehill Ringing Centre
John Kempton - Oxted
Trevor Field - Lois Weedon
Thomas Penny - Lydeard St Lawrence
Nick Lockhart - Shirenewton
Patricia Kenneally - Darlington
Rachel Raynor - High Littleton
Zachary Griffiths - High Littleton
Thomas Graham - Roos
Seth Thompson - Roos
Carolyn Bailey - St John Devizes
Angie Lewis - Cranfield
Jada Milward - Kirklington
George Kirk - Kirklington
Chris Huntingdon - Hadleigh
Edward Bale - Whitstable
Gavin Collins - Kingston upon Thames
Virginia Grant - Stoke St Mary
John Williams - Histon
Harry Williams - Histon
Kelsea Skinner - St George's Cathedral,
Perth
Emilio Hornsey - Tulloch
Martin Neal - Coalbrookdale
Simeon Ashton - Church Gresley

November 2018

Freya Jaques - Hilton
Caroline Mould - Nassington
Inge Müllejans - St Mary's, Edinburgh
Penny Ellis - St Giles, Norwich
Ruby Louise Roberts - Sprotbrough
Gemma Louise Kelly - Sprotbrough
Louise Green - Bishops Itchington

Anne Regan - Weston
Clare Catton - Weston
Angela Coltman - Cottered
Chris Elgar - Litton Cheney
Robert Walker - Roos
Nathanael Grabke - Troyte Centre
Simon Cassia - Cottered
Charlie Smith - Thaxted
Libby Thompson - Barnard Castle
Karen Daffey - Sonning (Loddon ART Hub)
Blake Lawrence - Leominster Priory
Mark Cullen - Rusper
Rod Hughes - Puddletown
Rachel Barber - Skilgate
Paul Withams - Great Holland
Dawn Withams - Great Holland
Mary Brice - Hilton
Emma Goodwin - Addington
Joanne Storie - Addington
Steve Wyld - Thorpe on the Hill
Jo Rimmer - Thorpe on the Hill
Jo Laws - Ockley
Graham Hunt - Ockley
Phil Geary - St Mary's, Edinburgh
Martin Hearmon - Chearsley
Dawn Coldwell - Hardwick
Wendy Fruin - Hardwick
Tony Hoskinson - Hardwick
Jackie Brett - Hardwick
Sarah Shaw - Hardwick
Susan Mulcock - Bicton
James Carter - Thorpe on the Hill
Micah Pond - Edgehill Ringing Centre
Carol Henderson - Arnold
Janet Harris - Alderley
Annie Craig - Holt
Jane Robinson - Nassington
Zack Graham - Bangor NI
Robk Hickman - Preston Plucknett
Brandon Pickering - Cannock
Maria Guttridge - Hilton
Glen Brice - Hilton
Norma Vieira - Mitcham
Louie Hindle - Blackburn Cathedral
Kerry Baker - Clewer
Anne Moseley - Brewwood
Jessica Kennedy - St Hilda, Whitby
Ava Hogan - St Hilda, Whitby
Jane Kennedy - Bolton
Richard Tonge - Bolton
Sara Kinane - Leckhampton
Jenny Field - Lois Weedon
Karen Hartley - Lower Beeding
Steve Lock - Odcombe
Joseph Singleton - Odcombe
Imogen Bufton - Leominster Priory

Emma Rushbrooke - Lytchett Matravers
Rebecca Durham - Walsall
Kristine Galena - Walsall
Ruth Francis - Woodchester
Emma Hughes - Puddletown
James Broome - St Giles, Norwich
Katie Knowles - Oxted
Pauline Peters - St Giles, Norwich
Anne Bower - Houghton
Henry Lansley - Chichester Cathedral
Pat Bussey - Combe Raleigh

Vic Lowen - Hathern
David Gott - Greens Norton
Ann Thompson - Clewer
Sally Cross - Bletchington
Jamie Aitkey - Plympton
Neil Sutherland - Coltishall
Linda Gray - Coltishall
Neil Garnham - Willingham by Stow
Chris Page - St Marie's, Sheffield
Alicja Sznurkowska - London Bellringing
School and Chiswick

Bella Loxston - South Petherton
Jane Strike - Chippenham
Lorraine Holladay - Monkton
Sam Cebolla - Broomfield
George Chambers - Broomfield
Jenny Rothwell - Kildwick
Angus Firth - Kildwick
Anna Calvert - Kildwick
Theresa Alberts - Rotherhithe
(Docklands Ringing Centre)
Paul Lambton - Great Wilbraham



Level 2 - Foundation Ringing Skills: Ringing with others: able to dodge, make places and ring simple call changes.

September 2018

Diana Cheesman - Edinburgh
Toby Price - St Peter Mancroft, Norwich
Edward Burrough - St Peter Mancroft
and Saxlingham Nethergate
Jenny McLaren - Eversley
Tricka Mitchell - Leominster
Vicki Hipwell - Goldhanger
Sarah Scannell - Goldhanger
Malcolm Holmes - Goldhanger
Clare Gebel - Goldhanger
Jeremy Robbins - Ashbrittle
Claire Robbins - Ashbrittle
Sally Perry - Stawley
Paul Musgrove - Stawley
Carolyn Bailey - St John Devizes
Robert Perkins - Northallerton
Noah Dixon - Ainderby Steeple
Adrian Dixon - Ainderby Steeple
Pete Skelton - Belper
Marika Hortop - Leckhampton
Gilly Whittingham - Leckhampton
Jonathan Bland - Leominster
Gillian Whatmore - Pitminster
Janet Williams - Pitminster
Anne Robinson - Northchurch
Alison Cockell - Bishops Lydeard
Mandy Lawford - Great Baddow
Liam Collingwood - Heighington
Martin Taylor - Oake
Alan Bryer - Seend
Jeremy Parnell - Seend
Steve Johnston - Seend
Nikki Flanders - Bishops Itchington
Michael Parker - Birmingham School

Grace McCabe - Gosforth
Lily McCabe - Gosforth

October 2018

Zoe Rowe Pearce - Wethersfield
Annabelle Barrie - The Chapel of St
Hilda of Whitby
Ben Seward - Kildwick
Carol Morris - Longcot
Rachel Burbidge - Shrivenham and
Longcot
Gillian Hoskin - Kineton ART Centre
Chloe Woodruff - Marsworth Centre
Lily Cooke - St Hilda of Whitby
Madeleine Hillbeck - St Hilda of Whitby
Tessa Thompson - St Hilda of Whitby
Zoe Colvin - St Hilda of Whitby
Ella Carew Reid - St Hilda of Whitby
Kaeko Tozawa - St Giles Norwich
Barbara Ghezzi - Barnes and Richmond
Abby Fraser - Carlisle Cathedral
Moir Bell - St Peter's Tiverton
Angela Brownbill - Brompton Regis
Ben Gibson - Beverley
Lily Tang - Docklands ART Hub
Holly Newton - Cannock
Emilio Hornsey - Tulloch

Jayne Booth - Reedham
Mary Jones - Reedham
Jo Belsten - Hickling
Dave Belsten - Hickling
Seth Thompson - Roos
Tony McAlister - Birmingham School
Beverley McAlister - Birmingham School
Harriet Smelt - Birmingham School
Alec Cannings - Lytchett Matravers
Barbara Payne - Hardwick
Gus Bridges - Bletchington
Rachel Oliver - Shrewsbury
Simon Jones - Yetminster
Hilary Stevens - Holt
Annie Craig - Holt
Willow Gathergood Dains - Abingdon
Imogen Reason - St Mary Wargrave
Margaret Zandona - Ockley
Ethan Wray - Maids Moreton
Michael Wray - Maids Moreton
Ed Wilhelm - Birmingham School
Django Robinson - St Giles, Norwich
Anne Tansley Thomas - St Peter
Mancroft, Norwich
Holley Wakeling - Loddon Hub
Eric Wood - Bridgwater
Stuart Cook - Litlington and
Bassingbourn
Jane Rouse - Ebbesbourne Wake

November 2018

Jane Robinson - Nassington
Sophie Lawrence - Leominster Priory
Inge Müllejans - St Mary's Edinburgh
Andrew Thomas - Dulverton
Ella Bradley - Chester Cathedral

Level 3 - Introduction to Change Ringing: Competent at Plain Hunt and covering (demonstrated by ringing two quarter peals at least one of which is on the treble)

September 2018

Catherine McLaren - Ipsley
Adrian Whatmore - Pitminster
Joanne Sidgwick - Northallerton
Harry Helyer - Northallerton
Vicki Hipwell - Goldhanger
Clare Gebel - Goldhanger
Kathryn McCarthy - Tredington
Rachel Deakin - Lichfield
Grace Wilson - Edghill Ringing Centre
Gillian Hosking - Kineton

October 2018

Alistair Finbow - Wethersfield
Mia Edger - Workington
Ellena Dulson - Wimborne Minster
Geoff Goddard - Caistor
Claire Shapiro - Addington
Daniel Hughes - Addington

November 2018

Holley Wakeling - Loddon Hub
Janet Bond - Maids Moreton
Fraser Storie - Addington
Shan Nash - Eversley
Samuel Tye - Avebury
James Tye - Avebury
Martin Slough - Walsoken
Adam Langridge - Leominster Priory
Lesley Cross - Clewer





Level 4 - Novice Change Ringer:
 Ringing and calling touches of a Doubles or Minor method (demonstrated by ringing a quarter peal inside). Raising and lowering a bell in peal.



Level 5 - Change Ringer:
 Ringing and calling a second method and ringing touches of Plain Bob (demonstrated by ringing three quarter peals including inside to Plain Bob Minor).



Learning the Ropes Plus:
 For ringers who have progressed beyond Level 5. Acknowledges achievements in ringing, conducting and organisation.

September 2018

Kaeko Tozawa - St Giles, Norwich
 Sally Nicols - Cockermouth
 Ruth M E Town - Northallerton
 Clare Gebel - Goldhanger
 Rachel Deakin- Lichfield
 Gillian Day - Hillfarrance
 Max Pike - Swanage

October 2018

Charlotte Hatto - Tulloch
 Ian Turner - Tulloch
 Sue Turner - Tulloch
 David J Ford - Tulloch

November 2018

Joe Gillett - Abingdon St Helens
 Sarah Tasker - Great Shelford
 Holley Wakeling - Loddon Hub
 Adam Turner - Rumney

September 2018

Sally Nicols - Cockermouth
 Jennifer Deakin - Lichfield
 Ellie Seddon - Kirtlington
 Martin Farrimond - Broadland Centre
 Judy Farrimond - Broadland Centre

October 2018

David J Ford - Tulloch

November 2018

Clare Gould - Leek Wootton
 Nathan Gould - Leek Wootton

September 2018

Jennifer Deakin : Lichfield - Ringing Stedman Triples
 Jennifer Deakin : Lichfield - Ringing First Peal
 Jennifer Deakin : Lichfield - Ringing 10 Bells
 Jennifer Deakin : Lichfield - Ringing Triples
 Jimmy Yeoman: Exning - First Peal Handbells
 Jimmy Yeoman: Exning - Ringing 10 Bells

October 2018

Fiona A Methley - North Leigh: Ringing Doubles
 Mark Heritage - St Peter's Tiverton: calling First Quarter

November 2018

Rob Gorton - Alderley: Ringing Achievement - Doubles

Learning the Ropes - our milestone ringers!

Two weeks in September saw five significant milestones being passed on the Learning the Ropes Scheme, three of which came on the same day.

These milestones all come in what is proving to be a bumper year for the Learning the Ropes Scheme, with record numbers of ringers being registered on the scheme (over 100 a month) and certificates being awarded (over 1000 so far this year).

The 100th Level 5 certificate was awarded to Ellie Seddon of Kirtlington, Oxfordshire



The 2,000th Level 1 certificate was awarded to Bob Rae of St Marie's RC Cathedral, Sheffield



The 350th Level 3 certificate was awarded to Vicki Hipwell of Goldhanger, Essex



The 200th Level 4 certificate went to Clare Gebel, also of Goldhanger, Essex



The 1,000th Level 2 certificate went to Tricia Mitchell of Leominster Priory