

Dust off that simulator! New ART book reviewed inside



[Read more on page 11](#)

Inside ART WORKS 13

- 2 Chairman's Chatter
- 3 Learning the Ropes news
- 4 Meole Brace band successes
- 5 Protecting yourself from litigation
- 6 Challenges and joys of teaching kids groups
- 7 Teaching Tips 13 – Target practices for Module 2
- 8 Introducing the ART Awards
- 9 Clearer accreditation flowchart introduced
- 10 Get to know Alan and Lesley
- 11 Book review: 'Teaching with Simulators'
- 12 Learning the Ropes for May, June and July 2015

Editorial

Rob Parker
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The recent decision to dissolve the Ringing Foundation Ltd brings to an end a successful relationship between ART and the RF. They have been our major funding partner for many years and we have implemented their vision of a structured teaching and learning programme. Our work is not done, in fact there is a huge amount more to do, and with the support of our Members, ART Supporters and ART LtR 50/50 CLUB participants we hope to replace the lost income from the RF and go forward into the future.

As always, I hope you enjoy reading this edition. If you have any comments, or articles for next time, do get in touch.

Chairman's Chatter

The Ringing Foundation

On Saturday 8th of August the resolution was passed at the AGM of the Ringing Foundation to dissolve the company. The Association of Ringing Teachers has been one of the largest beneficiaries of the foresight, dedication and support provided by the Ringing Foundation. After the resolution was passed, I spoke at the meeting to express our gratitude to the RF and those who have served as Directors over recent years for all they have done to foster the improvement and development in the teaching and learning of ringing.

The Ringing Foundation had planned to support ART on a diminishing scale over the next four years. The majority of their grant funding paid for the ART Administrator – currently Rose Nightingale, who many of you will have had contact with. The employing of administrative staff has enabled ART to expand and to keep up with the huge demand for courses we have experienced by delivering a professional service to all our teachers and ringers.

As an independent and registered charity, ART now needs to be financially self-sufficient. Through Day Course fees, product sales, Membership subscriptions and the ART Supporters and ART LtR 50/50 CLUB, we are already well on the way to achieving this. But the ending of RF support still results in a significant drop in funding for ART. If you are able, we hope you will be interested in the ART Supporters Scheme or 50/50 CLUB – both rewarding ways to support ART and help deliver a stronger future for change ringing.

Thank you if you already support ART in one or more of these ways.

ART Supporters Scheme

The ART Supporters scheme provides a framework and numerous benefits for individuals, groups, Associations or companies to support our work. ART Supporters programme has three levels based upon the annual or monthly donation, with the 'Friend' level starting at £5 per month.

There are currently 27 individuals, towers, groups and associations contributing to the work of ART in this way, and the number continues to increase.

More information and donation forms can be found on the ART website at www.ringingteachers.co.uk/supporters

ART LtR 50/50 CLUB

How many of your ringers have you got signed up to the ART LtR 50/50 CLUB? The cost for a year's membership is now only £12, with quarterly prize draws where every Club member has the chance to win cash prizes. Plus, as half the money is donated to delivering ART and LtR projects, it supports improved ringing for the future too. It has helped raise over £500 so far this year.

You can help by getting all your ringers to sign up for the ART LtR 50/50 CLUB. All those who have a SmART Ringer username are eligible to join. The more people that join the Club, the bigger the quarterly cash prizes will be (especially the big Christmas draw!). You and your ringers can join the Club by visiting www.learningtheropes.org/5050club to download joining forms.

By Pip Penney
ART Chairman
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New Learning the Ropes website launched

Have you seen the new Learning the Ropes website? It has been recently designed by Sam Bolingbroke a young ringer from South Wales under the guidance of our IT guru Rob Parker. The purpose of the new site is to provide specific information to ringers and teachers interested in Learning the Ropes. It now provides user friendly information on all five Levels of the scheme as well as Learning the Ropes +. You can visit the site at www.learningtheropes.org

Learning the Ropes +

This scheme for ringers who have been using the Learning the Ropes Scheme is now working well. Over 30 ringers have been awarded certificates through the scheme and 7 of these have rung their first peal. Find out more at www.learningtheropes.org/scheme/plus and submit for certificates through SmART Ringer.

LtR on Facebook

The Learning the Ropes Facebook group is now very active, with ringers who are at the beginning of learning to ring using it a lot. There are nearly 150 ringers on it so far, so please encourage all your ringers who use Facebook to join the group. It is accessible at www.facebook.com/groups/learningtheropes

New Committee members

I am delighted to welcome Alan Bentley and Lesley Belcher (right) to their new roles on the ART Management Committee (see page XXX). Each Member of the Committee has a maximum tenure of 5 years, and over the next few years a number of the the early Committee Members must step down. Therefore, we need new committee members to continue to drive ART.

If you would like to come and help us with our Committee work or have anything else you would like to offer us please let me know – see previous page. There is loads to do and we need loads of people to assist! We are particularly looking for people to help with our Communications Team.

Who is an ART Teacher?

There have been a number of recent online discussions about what entitles someone to the title 'ART Teacher'. To provide information and clarity, those who have completed one or more of the ART Training Scheme Modules are ART Accredited in that/those Modules. As a result, they are also invited to become ART Members and will have a membership card issued annually with their membership number on it.

Just attending a Module Day Course is not enough to become ART Accredited. The ART Training Scheme includes a skill development period after the Day Course as well as an online Theory Test. This period is to offer a Teacher and Mentor time to work together with a new ringer and have plenty of opportunity for exchange of ideas and development of teaching skills. When learning to teach a practical activity such as ringing, this structured skill development period is vital for consistency and quality.

If you are working towards accreditation now, please do complete your Theory Test and arrange an Assessed Lesson. In this issue, we are highlighting our refined Accreditation process which presents no major changes but makes it simpler and clearer to achieve your ART Accreditation and be offered ART Membership.



Learning the Ropes

Visit the new Learning the Ropes website for information on the scheme, Learning the Ropes + and the ART LtR 50/50 CLUB

www.learningtheropes.org



Marvelous Band for Meole Brace



I've been too busy with teaching my band recently to contribute much back to ART, but I hope my story below will help to inspire others:

By Michael Carding

Mar 2013 - Moved to Shrewsbury, joined the St Chad's band. Became a member of Holy Trinity Meole Brace where the light 8 had not been rung regularly for a decade.

Jun 2013 - Agreed with the vicar, churchwarden and tower captain to see what we could do. Agreed a clear strategy.

Sep 2013 - Got the bells checked and installed a simulator (Bagley & Abel)

Oct 2013 - Open Tower had over 60 visitors and resulted in 12 recruits to learn

Oct 2013 - Attended the ART Module 1 at Morville, with Alan Glover as Mentor

Dec 2013 - Taught the new recruits bell handling. One dropped out but we rang (with help) at Christmas on six.

Jan 2014 - Started regular Sunday worship ringing and have never had less than six since.

Summer 2014 - I announced that I had accepted an invitation to work in Malaysia for six months over the winter. We started planning a strategy!

Oct 2014 - Church Warden, steeple keeper and keen member of band took over in my absence. Total support from the band and promise of support on practice nights from experienced members of SACBR.

Dec 2014 - I called changes on Christmas Morning via skype from Kuala Lumpur

Jan 2015 - The Meole ringers were awarded the Outstanding Achievement trophy by SACBR

May 2015 - I returned to a band eager to show me that they had not only survived but improved. Lost one but taught a new learner from scratch to ring call changes. Invented the Change-o-matic to help with call changes. This has no electronics but we will be entering it in the ART "Effective use of technology" award. It is also mobile and we can find nothing in SACBR striking comp rules which prevents its deployment. Watch this space!

May/June 2015 - Rang for new Princess, VE, Magna Carta & Waterloo (photo above)

The Future? Currently 14 ringers on our books. Main priority is to move current band onto methods. In 2016 we would like to recruit some teenagers too.

The ART Training Scheme has given me the motivation and confidence to teach the Meole bank from scratch. And the results have been something else! Thank you

Accidents do happen

I have written before that with the advent of no win no fee solicitors we have developed a society where it is almost inevitable that after an accident involving injury a claim for compensation will follow regardless of blame. Assuming that this does not apply to ringing would be extremely naïve. I am prompted to write this reminder by a local incident within the last few days. Ringing was taking place and following some stay bumping the bell went over and injury was caused to the visiting ringer. Fortunately no broken bones but it did involve a stay in hospital overnight.

Within 36 hours the tower captain had received a call advising him that a claim for injury would be made.

It is well known that emergency service or hospital staff have had links with 'Ambulance Chasing' Solicitors and I assume given the speed of contact that is what may have happened here. If solicitors were not then involved the compensation culture tends to influence behaviours anyway. There is big money to be made by solicitors from no win no fee cases and significant commissions to acquire 'hot leads' can be paid. A case last year where someone was hurt in a teaching situation involved over £30,000 total costs – the value of the claim was 15% of that!

So whilst litigation is a fact of life today, it should not stop us from doing anything. A few things to remember though:

- If an accident occurs make sure it is recorded in the church accident book
- If an ART Member is teaching, or supervising or running a practice when it occurs complete the accident notification form on SmART Ringer.
- Record the facts and take photos.
- Notify Insurers and do not discuss responsibility with anyone.
- For injuries, claimants have 3 years to claim – so report things immediately whilst recollections are good.
- Record who was present and get contact details for witnesses.

Do read again the ART Code of Practice for Safety and Protection – it's on the ART website.

PCC's (who are ultimately responsible) can overreact to such situations so to avoid that make sure you have your risk assessments in place and are seen to be safety conscious and supervising ringing correctly at all times so the PCC are confident with what you are doing. It's too late after the event! When something happens work closely with them to advise and assist to prevent any overreaction.

We may live in a litigious society – we can't change that – but we must work with it to ensure we have a safe environment and proper procedures and supervision in place to look after everyone in the tower. Yes it's another task for the Tower Captain - as is dealing with the issues that follow an accident - but it's part of our society so an immediate emotional response is not appropriate, except to have sympathy with the injured person.

If ART Members need any H&S assistance our advisor may be able to assist and the SmART Ringer Forums are a good place to exchange ideas or experiences.

By Graham Nabb
ART Safeguarding Officer
grahamnabb@ringingteachers.co.uk



We may live in a litigious society but we must work with it to ensure we have a safe environment and proper procedure

ART Code of Practice for Safety and Protection

Ensure you are up-to-date by re-visiting the ART Code of Practice for Safety and Protection. This best practice document is available publicly at www.ringingteachers.co.uk/art?p=313

Whilst you're there, you can read all other ART guidance and best practice recommendations too.

Kids bring bustle back to Bulbeck

How do you find it, those of you that are teaching kids to ring? In some ways it is refreshingly easy – no need for hours of explanation, just off you go. In fact some moments of teaching handling to one or other of the 7 kids we recruited a year ago from the next door primary school at Swaffham Bulbeck (Cambs) felt like teaching a deaf blind person. Nothing you said or demonstrated had gone in – you just had to pull off and cope with the next 5 or 6 strokes, and by then they'd got the idea. Very different from teaching handling to adults. And kids just stop what they're doing if they want to scratch their nose or hitch their trousers up. Keeps you on your toes!

The 7 kids quickly went down to 5 and there more or less we stayed. In fact we've now gained a younger sister, and the sister's friend.

Challenges:

- How to teach handling to that many kids at the same time and find enough teachers locally to help me.
- How to keep the existing band on board with what you're doing – not everyone likes having kids around – the tendency is to turn up later and later; plus the usual focus on learning Surprise Major gets diluted.
- How to get kids to turn up on Sundays when their parents don't really want to get up early/leave their other kids, and the child learner is too young to transport themselves to the tower. In fact any sort of trip out is difficult because of the transport problem.

Joys:

- More noise and bustle in the tower – some of us do like it! There's a lot of joking around and funny drawings and messages on the white board
- Achievements, certificates, sweets for prizes
- Getting more home tower ringers on a Sunday (occasionally) and getting some nice sounding ringing (occasionally)

Recruitment meant a meeting with the Head where things like a structured Learning the Ropes syllabus, certificates, accredited teachers counted for a lot. She was willing to try anything which might enrich her kids' later lives. Our taster afternoon for the whole class was a mammoth effort of organisation and achievement with loads of helpers needed. Then teaching handling was a whirl of activity, with help generously given by other ART Accredited teachers plus calm locals who learned a lot following what we were doing (and some of whom later went on ART Training Scheme Day Courses themselves – hurrah!).

Now I'm finding it a different and indeed a greater challenge – how to keep the kids hooked and motivated when the achievements are a lot harder to come by? It seems a big jump between LtR Levels 2 and 3, and I think it feels to them as though they're stagnating a bit. Giving them all quality rope time at this stage of learning to plain hunt is hard – one at a time, whilst the other 6 kids get noisier and noisier as they sit out.

Future goals need to be something that entuses the parents as much as the kids, as I really need to have the parents on board as much as the kids themselves. You are dependent on the parents to enable their child's participation. I'd be pleased to hear about other people's experiences of how to make this situation work!

By Lesley Boyle



Comment and share with SmART Ringer Blogs

Lesley has shared her story on the new SmART Ringer Blogs pages. Comment on her article or post a new blog to tell your story.

www.smartringer.org/blogs

Elementary... Practices for Module 2

At Rattlesden, Suffolk, Assessing Mentor Pam Ebsworth has a number of Teachers who have recently attended ART Training Scheme Module 2 - Teaching Elementary Change Ringing. Pam was wondering how to give her Teachers more teaching practice. The problem was that these particular Teachers were not tower captains and were finding difficulty getting opportunities to teach at the necessary level.

After discussion with other Mentors it was decided to hold a dedicated Learning the Ropes Level 2 practice. In line with the Level 2 syllabus, this practice would concentrate on Foundation Skills and Ringing with others. A date was fixed during July and the day attended by three Mentors, five Teachers and some new ringers.

The topics to be covered by the teachers were

- Controlling the bell
- Listening to the strike of the bell
- Following different bells when changing places
- Understanding the concept of place in the row
- Calling the bells to stand
- Understanding the concept of place in the row
- Starting to give simple instructions

Each teacher was to teach the new ringers one of these topics following discussion with the Mentors. Obviously there are many different ways these various things can be introduced but these are the methods used by the Suffolk teachers.

Controlling the bell

Teacher number one used 'whole pull and hold on the balance'. She taught when to pull off visually and how to listen for the strike of the bell. This is an excellent introduction to leading skills. The new ringers picked it up very quickly!

Listening to the strike of the bell

'Ringing blind' in rounds was used to help with listening skills. After learning to turn around while ringing, each ringer did this in rounds until the whole band was ringing 'blind'. The task was taken to a more challenging level when call changes were put in!

Following different bells when changing places

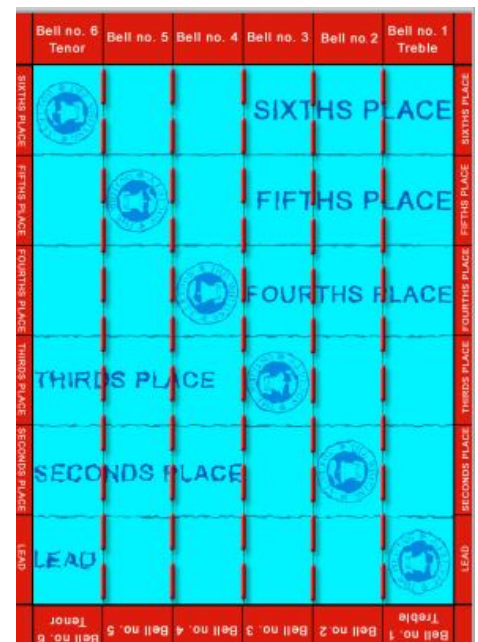
Teacher number three explained the theory of call changes, how adjacent bells change places and explained that bells can be called by the 'up' or 'down' method. He used numbered door knobs to explain this theory. Practice was then given using individual call change activities using the least preferred calling method! It's good to be put out of your comfort zone!

Developing a sense of place in the row

The 4th teacher explained the concept of calling changes by calling by place in the row rather than by the number of the bell. Interestingly enough this proved quite straightforward for the new ringers and they took to it more

Teaching Tips #13

By Pip Penney
ART Tutor



For a useful visual aid to explaining call changes, the Whiting Society have come up with an excellent visual aid in the form of a pictorial representation of a swimming pool divided into lanes. Each lane represents one bell but for example bell three may be well out in front and leading while bell 4 may be in 5th place.

easily than some established ringers do. It is important for ringers to start to be aware of their place in the row from early in their ringing career as without this awareness moving on successfully to method ringing will be more difficult.

The teacher also taught the ringers how to move out of the way and back again while the treble moved up to 5ths place and back down again. Apart from learning the speed changes without worrying about which bell to follow, this is very useful for teaching 'place' as the treble follows the 2nd in 2nds place, 3rd in 3rds place etc. It also challenges the ropesight of the other ringers!

Another teacher had the ringers walking 'plain hunt' on three bells down the church aisle. The person/bell moving down stepped in front of the person/bell moving up. This covered what most of us would consider to be fairly advanced theory but yet again the new ringers soon grasped the idea!

Starting to give simple instructions

The fifth teacher explained to the new ringers that ringing instructions are generally made when the treble handstroke is just starting. The action then takes place at the following handstroke. He explained that the call needs to be loud enough for everyone to hear. The new ringers practiced calling 'stand' from rounds and achieved this very quickly.

The Results

The practice turned out to be a very interesting and challenging session. It certainly made all the teachers and mentors change their ideas about how much information relatively new ringers can absorb when concepts and activities are presented in an interesting and different way. Although the practice session was primarily designed for the teachers to hone their teaching skills, a lot of learning took place by the new ringers even though the bells were actually rung for less than half of the time.



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ART Awards launching in 2016

To be awarded for the first time at the ART Conference 2016 in Loughborough, the ART Awards are a new scheme intended to recognise the people and groups who are successful in teaching and training ringers.

The ART Awards are open to everyone, not just those who are ART Members or Learning the Ropes participants. ART intends that the Awards will help in developing and sharing innovation and best practice.

Stephanie Warboys has kindly agreed to lead and develop the ART Awards on behalf of the Association. We are also pleased to announce that Stephanie Pattenden, the former Headmistress of a leading independent school and ART's Independent Educational Standards Committee Chair, has agreed to be Chief Judge for the ART Awards. The ART Awards for Youth Groups have been generously funded by the Sarah Beacham Memorial Trust, who we thank for their support. Sponsorship opportunities for the other awards are available.

More information on the nomination and application process will be announced over the next few weeks.

By [Stephanie Warboys](#)
ART Awards Leader
artawards@ringingteachers.co.uk

Award categories

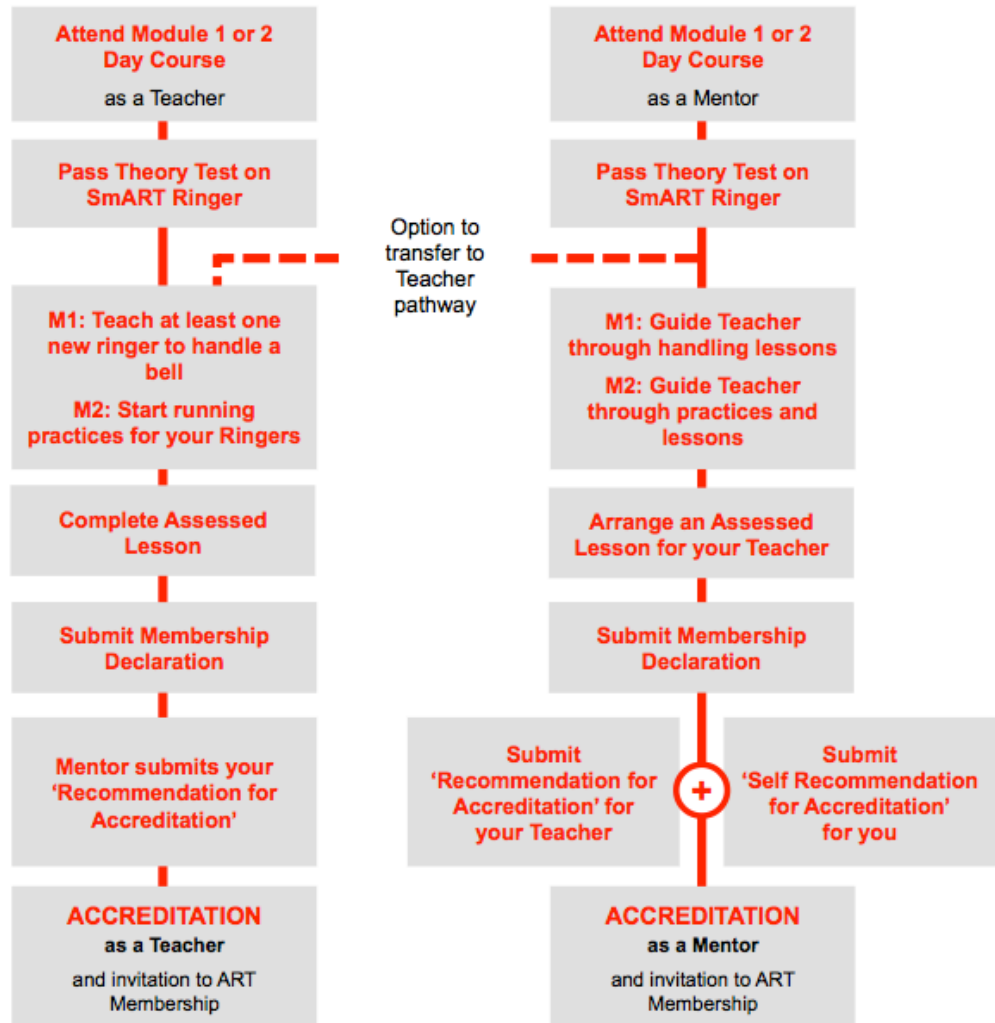
- School-Associated Youth Groups
- Youth Groups
- Innovation in Effective Use of Technology Award
- Excellence in Use of Social or Online Media Award
- Innovation in Recruitment or Retention Award
- 'Learning the Ropes' Achievements

Clearer accreditation assists all

Quality and standards are at the core of the ART Teaching Scheme, but we also prioritise a simple and effective accreditation pathway to enable the greatest number of Teachers and Mentors to achieve their goals.

For most Teachers, the route to accreditation is relatively straightforward. But since the inception of the ART Training Scheme, there have been a limited number of situations where unusual circumstances have occurred and provisions have had to be made.

To try to streamline the process we have developed a new flowchart (right) that aims to provide clarity and information for Teachers and Mentors. A detailed version of this, with guidance notes, will shortly be available on SmART Ringer. The main change is that if a Teacher doesn't proceed to accreditation, the Mentor can switch to the Teacher pathway to gain accreditation. This replaces a more complex process that was introduced previously.



We are now adopting the detailed version of the flowchart, alongside the guidance notes, both available on SmART Ringer. Reasonable adjustment will be allowed for those who have been following the current procedure. For almost all Teachers and Mentors this will mean no difference, but the revised flowchart is easier to understand and has updated terminology to reflect progressive updates to the ART Training Scheme and the recent introduction of SmART Ringer.

Tell your story with new Blogs

SmART Ringer Blogs is a new place for you, as a Teacher, Mentor or Ringer to share your ringing or teaching story. Everyone can write a post by logging into SmART Ringer at www.smartringer.org and selecting 'Blogs' from the menu.

You can share experiences, adventures and photos of learning to ring or teaching new ringers. You can browse the latest posts and add comments too. We want to make it really easy to share and post so you can submit your post online or email your post or photos to admin@ringingteachers.co.uk



New faces to fuel ART Committee

At a meeting during June this year, we were pleased to co-opt Alan Bentley and Lesley Belcher to take-up new roles on the ART Management Committee. Find out more about their credentials as your new Committee members...

Alan Bentley

Alan learnt to ring during 1966 at Mortlake, Surrey, subsequently joining the Southampton University band (1969) where he was elected for one year as Guild Master. From 2003 until 2015, when he moved to east Dorset, Alan has been responsible for managing the Aston Clinton Ringing Centre.

Although elected a member of the Oxford Diocesan Guild in 1979 and becoming the Chiltern Branch's Training Officer and joint Ringing Master for a few years it was not until 2004 that he became involved with Guild activities being co-opted onto the Education Committee and running the Guild's Young Ringers' Award scheme. He introduced the Guild to the ART Training Scheme, organising an early Module 1 Day Course during 2010 and continued to advocate its adoption by members and support for ART.

During 2004 Alan was co-opted to the CC Ringing Centres committee and from 2011 until 2015 Alan served as a CC rep. for the ODG.

Alan's professional career started as a teacher qualifying with a Post Graduate Certificate in Education from the University of London but decided to pursue another path and became a Chartered Engineer specialising in building services. His responsibilities included mentoring trainee engineers and advising applicants for professional institute qualifications as well as serving on his institute's membership and education committees.

Lesley Belcher

Having graduated with a 1st class honours degree and picking up a PhD, Lesley spent 20 years working for BP in a number of commercial and technical roles covering the UK, Europe and the USA. Specialising in project and programme management Lesley is a qualified six-sigma black belt. She brings to ART a set of techniques and tools including process improvement, process design, strategy and change management.

Lesley comes from a ringing family; being taught by her grandfather as a youngster and ringing with her mother at Earl Shilton in Leicestershire. On moving away from home, Lesley rang with both the Durham University and the London University Society of Change Ringers, where she went on to be the society Treasurer and then Ringing Master. Lesley rang extensively in London before leaving to work in the bell ringing wildness of France.

This was the start of a twenty-year break from ringing. She was attracted back to ringing after hearing a peal being rung in her (normally silent) local tower and now rings regularly at Hanslope and Wicken. Within six months she found herself co-opted and elected to be a Ringing Deanery Leader of the North Buck Branch of the ODG; a role in which she has re-discovered her passion for making things happen in the world of bell ringing.



The Management Committee is actively seeking new members to join the group, particularly to be part of a new Communications Team. We would love to hear from you, please contact Pip Penney (see Chairman's Chatter).

Get set-up for simulators

Many ringers just think of simulators as an expedient, allowing practice without annoying the neighbours. However, they offer a lot more. Indeed, the use of sensors combined with sophisticated software allows all kinds of practice and learning, whether individually or as a band, that are just not possible with real bells.

Graham Nabb, with advice from other users and developers, has produced an excellent introduction to the subject of simulators detailing how each stage of learning can be supported. He introduces the different conformations of simulators, the hardware and software available, a brief guide to silencing a bell, and importantly, suggested uses of the simulator at all the different stages that new ringers go through. Graham goes on to mention further activities, including the use of simulators with change ringing on handbells, the use of multiple workstations and headphones and with dumb bells, concluding with a list of useful sources on the web for details of specific products.

I loved the list of handling/listening exercises for ringers who are approaching Learning the Ropes (LtR) Level 2, including "Whole pull and stand, Set every 3rd stroke, Twinkle Twinkle Little Star, Lottery, Fade out..." This last exercise is described elsewhere in the book as being like the game in "I'm sorry I haven't a clue" where the ringer has to ring one bell to an even rhythm then the sound is turned down for several blows. Will they have maintained the beat when the sound is turned back up?

The booklet has a clear, concise style without much elaboration. It packs a lot of information and ideas into an eighteen-page booklet. Sometimes ringing techniques can be difficult to describe, but Graham has structured the information well and set it out attractively with some screen shots and useful photographs.

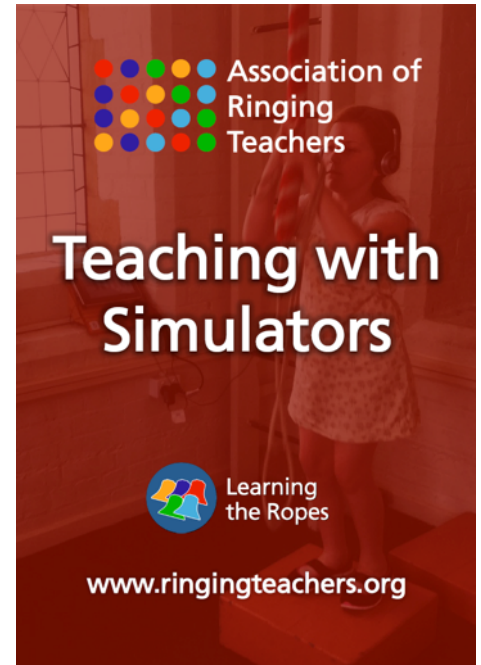
Simulators are increasingly used in training in English change ringing. The available hardware and especially the software keep evolving, so I imagine some of the information in the booklet will need revision to keep it up to date. However, the emphasis is on the many ways simulators can be used.

Certainly we have found the simulator in our own tower absolutely invaluable in teaching our youngsters. It allows, for example, basic handling lessons on the trebles simultaneously with call changes or more on the middle six. Learners practise rounds early on just by listening. And, as Graham points out, there's scope for fun exercises!

This booklet sets out a good overview of the basic choices currently available and how a simulator can best be used in training ringers. It is a useful source of information for anyone wishing to install a simulator in the tower, with plenty of suggestions on how to exploit one. I see that the ART Awards Scheme will include an award for Innovation in Effective Use of Technology - this booklet should give you some ideas.

The all new 'Teaching with Simulators' booklet is available to buy now. At £3.50 inc. P&P, it's a great value resource for you and your tower.

By Susan Read



Order your copy!

'Teaching with Simulators', published by ART, is available to buy from the SmART Ringer Shop for all ART Training Scheme users or is publicly available on the ART Website Shop.

www.smartringer.org

Log in and select 'Shop'

www.ringingteachers.org

Select 'Shop' from the main menu



Level 1

Chris Brolly - Bishop's Stortford
Astrid Davies - Bishop's Stortford
Anne Brolly - Bishop's Stortford
Julie Doman - Newton St. Loe
Cara Tatterton - Hathern
Adam Knight Markiegi - BSoBR
Ron Stone - Edgehill Ringing Centre
Tricia Rowland - St. Mary's, Over
Kelsey Adams - St James, Whitehaven
Dianne Weston - Culmstock
Melanie Powell - Dockland's Ringing Centre (Isle of Dogs)
Jane Duckworth - St Dunstan's, C'bury
Gareth Tennant - The Bell Tower, Perth
Tilly Cooper - Barford St. Martin
John J Stephens - All Saints, Rockwell G'n
Jack Cooke - Abingdon St Helen's
Albert Lewis - St Leonard's, Deal
Chloe Harris - Northfield
Sally Ann Starkey - Carlisle Cathedral
Finlay Totterdell - Newton St Loe
Bethany Davies - St Editha, Tamworth
Peter Leavold - Horsington
David Archer - St George Colegate
Lucia Maria Haines - Stratton St Margaret
Kath Laidler - Stratton St Margaret
Patricia Churchill - Stratton St Margaret
Emma Hiscocks - South Marston
Carolanne Robertson - Westerham
Clare Gebel - Goldhanger
Bryony Miles - Horsington
Peter Leavold - Yarlinton
Patricia Larman - Great Barton
Anthea Hiams - Crick
Sam Jefferies - Easton in Gordano
Helen Disley - Church Gresley
Belinda Crowther - Storgursey
Kate Bennett - St Mary's, Bridgwater
Robert Crowther - Storgursey
Holley Wakeling - Waltham St Lawrence
Kirsty Woodman - Waltham St Lawrence
Pip Goodman - Waltham St Lawrence
Stanley Wilson - Waltham St Lawrence
Tom McEvet - Waltham St Lawrence
Jack Hargrave - St Mary's, Tadcaster
Martin Ritchie - Cassington
Daniela Hill - Alderney
Bronwen Wenham - Church Gresley
Bronwen Laugherne - Gamlingay
Karen Dayman - Hathern
Scott Bates - Church Gresley
Marcus Bates - Church Gresley
Adam Baker - Church Gresley

Cameron Collier - Church Gresley
Casey McLellan - BSoBR
David Humphrey - Bruton
Sarah Blake - Newton St Loe
Eddie Webb - Shawell
Izzy Pindar - Abingdon St Helens
Gillian Cottam - BSoBR
Elizabeth Woodward - Edington
Harriet Woodward - Edington
Louise Woodward - Edington
Steph Glazebrook - All Saints, Harpole
Carlos Soares - St Mary Wargrave
Jonathan Corrigan - Great Gransden

Level 2

Megan Foster - Newton St. Loe
Emilee Foster - Newton St. Loe
Chris Brolly - Bishop's Stortford
Anne Brolly - Bishop's Stortford
Fiona Emms - London Docklands
John Montague - Shirenewton
Kizzy Meredith - Dawlish
Josh Meredith - Dawlish
Luigi Vincenti - London Docklands
Annie Pinson - Brewood / Lapley
Nikki Stell - Edgehill Ringing Centre
Julie Doman - Newton St Loe
Adam Shard - Bury St Edmunds
Paul Mobey - BSoBR
Eileen Keeble - BSoBR
Mike Keeble - BSoBR
Stella Tew - BSoBR
Sue Rogers - BSoBR
Alfie Jones - South Marston
Emma Hiscocks - South Marston
George Doe - Tiverton, St Peter
Zach D Rogers - St Mary's, Dover
Patricia Larman - Bardwell
Melanie Powell - London Docklands
Lucie Birdsall - Tadcaster
Lindsay Small - St James, Sydney
Posy Marriage - Litlington
Sally Starkey - Carlisle Cathedral
Sarah Blake - Newton St Loe
Phoebe Astbury - Abingdon St Helens
Andrew Pearson - Cranfield
Sophie Leach - Longstanton
Maya Collinson - Longstanton
Hazel Bailey - Longstanton
Lizzie Traherne - Longstanton
Chloe Sweeney - Longstanton
David Duthie - Ducklington
Pauline Day - Ducklington
Gerry Gilbert - Clopton

Robin Hedger - Edgehill Ringing Centre
Tina Baker - The Bell Tower, Perth
Janice Gilbert - Clopton
Diana Taylor - Clopton
Buky Rufai - London Docklands

Level 3

Ella May - Bishop's Stortford
Gordon Gray - All Saints, Marsworth
Adam Shard - Bury St Edmunds
Lindsay Small - St James, Sydney
Neil Waterman - All Saints, Marsworth

Level 4

Mark Heritage - Tiverton, St Peter
Adam Shard - Bury St Edmunds
Lindsay Small - St James, Sydney
Kerry O'Coy - Kinver

Level 5

Ieuan Hallas - Abingdon, St. Helen's

Learning the Ropes +

FIRST PEAL

Ruth Monks - Marsworth
Thomas Monks - Marsworth
Julie Minch - North Leigh
Robert Walton - North Leigh
Adam Shard - Bury St Edmunds

SURPRISE MINOR

Bronwen Laugherne - Gamlingay
PLAIN MINOR

Bronwen Laugherne - Gamlingay
TRIPLES

Bronwen Laugherne - Gamlingay
DOUBLES

Bronwen Laugherne - Gamlingay

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