

Continuity and Change

Upholland Grammar School



Winstanley College

D. W. Atherton

2014



My first view of “The Grammar School” was on the 5th September, 1956 when, aged eleven, I entered the building as a first year pupil. In those days it was considered unnecessary for youngsters to be eased into a new educational environment through a process of open evenings and liaison; we simply turned up at the date and time specified. Little did I realise then that my connection with the School and its successor, Winstanley College, would last for over fifty years, initially as a pupil and then as a member of staff. Having knowledge of the School and College over such a long period I have decided to set down my thoughts before memories and faculties fade. I have devoted more space to my earlier experiences; perhaps some disinterested writer will cover in depth the more recent years. I type sitting in what was the Headmaster’s chair, given to me as I relinquished my senior managerial role. It must be stressed that what follows is not a carefully researched historical paper. Key events will undoubtedly be omitted, tales distorted and factual errors made. That said, I hope that the reader will gain some impression of a culture and practices so different from those of today.

Like all my fellow pupils I owed my place at the School to having “passed” the Scholarship examination. In my case this was taken at my primary school, Lamberhead Green, on Saturday 18th February 1956.

S.S.A.9

LANCASHIRE EDUCATION COMMITTEE
Division 13.

Examination for Selection for Secondary
Schools
SATURDAY, 18th FEBRUARY, 1956

ADMIT *David William Atherton*
to the Examination at
Lamberhead Green County Mixed School

Name of Centre: LAMBERHEAD GREEN
Candidate's Examination No. *4*

HAROLD EDMONDSON,
Divisional Education Officer.

Education Office,
Barclays Bank Chambers,
Wallgate, Wigan.

TIME TABLE OF EXAMINATION

Time	Subject
9-30 a.m. to 10-10 a.m.	Arithmetic
Interval	
10-40 a.m. to 11-20 a.m.	English
Interval	
11-35 a.m. to 12-15 p.m.	Intelligence Test

The Candidate must bring this Admission Card to
the Examination Centre

P.T.O.

In Mrs Peet’s “Scholarship Class” we had been prepared carefully for these tests. The results of the examination were posted to us some weeks later. As I went up to school on the results day there was much

excited discussion amongst my classmates about who had “passed” and who had not. Unfortunately I did not know since my letter had been delivered to the wrong address. The recipient kindly brought it during the day and, on returning home, I discovered that I too had been selected for a grammar school education. Proud parents, like mine, who had not had the opportunity for education beyond the age of thirteen, realised the opportunities which now lay ahead. Some of my friends were rewarded with a bike; in my case I was taken out for tea at a café in Wigan where we had fresh salmon, then a real luxury.

Grammar school pupils wore a distinctive uniform and, before long, a document arrived specifying what had to be obtained. The cost of a uniform was a considerable expense for a working-class family with a meagre income.



Various items were bought periodically from Heaton’s in Pemberton. Although never having actually seen the school to which I was to go I did learn something of it from my next door neighbours, John and Judith Macaulay. John had started at “the old school” and had made the transition to Winstanley Road in 1953.

Some background knowledge is essential to permit understanding of the nature of the establishment at the time of my arrival but a detailed account of the history of the School is clearly inappropriate in this brief work. Those interested in this field should consult “Upholland Grammar School” by J.J. Bagley, or his shorter “The Seven Ages of Up Holland Grammar School”. Mr. Bagley had been History Master at the School in the 1940s. Dr. Allan Miller’s “From Up Holland Grammar School to Winstanley College” provides a good, well-illustrated summary.

Some rudimentary school in Up Holland may have operated in connection with its medieval priory. Certainly teaching took place in the early seventeenth century but little detailed information remains. We know, however, that a school operated continually from 1661 and the original stone building still stands off School Lane, Up Holland. For many years the School struggled for existence and its survival owed much to the efforts of William Berridge who assumed the Headship in 1864.



It was he, who with a determined governing body, managed to obtain Ox House Heyes in 1878 and the School stayed there until 1953. (This is now the site of Up Holland High School.) The unusual fact that the School was co-educational was remarked on by one of Her Majesty's Inspectors in 1895. In the early twentieth century the financial position of the School was perilous. Its revival was due largely to the work of Mr. Cox who was appointed Headmaster in 1907. Since fees had to be paid, the majority of the pupils were the sons and daughters of local business folk. After 1909, boys and girls who had been awarded county "scholarships" began to enter the School. By 1914, the School roll topped one hundred. A small number of boarders were catered for but boarding ceased during the First World War.



Interestingly, the records of staff appointments show that initially Mr Cox received all the income generated from the scholars, plus a house, but had to pay the staff and cover running costs. In 1920 his recorded salary of £800 p.a. was massive in comparison of the average wage of local people. He was held in high regard by his former pupils whom I encountered at Old Pupils' meetings in the 1960s.

In the inter-war years, the School again struggled. Only in 1925 was it fully recognised by the County. In 1929, it had one hundred and sixty pupils with "no fewer than seventeen" in the sixth form. Ox House Heyes

was far too out-of-date to be a home for a thriving school. Despite this the 1934 Inspection Report states "The School gives the impression of being well knit together with an individuality of its own and it displays considerable evidence of corporate life." I am told that the culture was such that, on a fine summer's afternoon, lessons could be abandoned and the entire School would set off for a walk. The governors and the Old Pupils' Association pressed Lancashire County to build a new school. Despite much opposition, a decision was taken to merge Ashton and Upholland Grammar Schools and erect a new building near Sims Lane End. Work was to start in September 1939 and Mr. A.J. Maggs, who had been appointed to U.G.S. in 1929, was to be Headmaster until amalgamation in 1941.



Given the pressures of the Second World War, it is unsurprising that the amalgamation did not take place and during the war years the number of pupils in both the Ashton and Upholland schools doubled. In July 1944, G.H. Bankes, Squire of Winstanley and one-time Chairman of Governors, offered to the Governors a site of twenty acres on level, well-drained land off Winstanley Road. At the end the War, the Chairman of Governors, Abraham Guest, and the Headmaster, Mr. Maggs, led a vigorous campaign to transfer the School to Winstanley Road which was to prove successful. Plaques in the new school recorded the work of Abraham Guest and Squire Bankes in making the long-awaited school a reality. In the latter case it read

"Exegi monumentum aere perennius."
(I have erected a monument more lasting than bronze. (Horace))

A person who was to play a vital role in the life of the School was Mr. G. R. Kilner, M.A.. His initial impressions were far from favourable. In 1953, summoned for interview for the position of Head of History to the school in Ox House Lane, his first task was to find the building. He recalls that he asked a local where the Grammar School was and received the response that he had just walked past it. Mr. Kilner replied "What, that old farm house!" The run-down building was disheartening for an ambitious young man. Whilst awaiting the arrival of the Chairman of Governors who was Abraham Guest, the caretaker, Stan Preston, entered the office to inquire whether anyone had ordered the coke for the new school. What new school? This was the first time that it had been mentioned. After a three hour delay, Abraham Guest arrived. Mr. Kilner was offered the post which he duly accepted. He expected to receive an £80 addition to his annual salary. This was reduced to £40 for two years because he was so young. He was to remain until 1990.

Removal to the new site took place during the last week of term in July 1953. Not everything was transferred however. In the 1960s, several old pupils bemoaned the disappearance of the Berridge Medal Board. This recorded the names of those pupils to whom a silver medal had been awarded as being the “most worthy” pupil of the year. It was strongly hinted, but never officially revealed, that the Board had become an integral part of Stan Preston’s garden shed. The “Commemorative Magazine”, March 1954 states “On July 10th, 1953, the School bade farewell to its old home in Ox House Lane and looked forward to greeting the new building in Winstanley Road”.



The Headmaster’s Log Book contains comments on significant events in the life of the School. Dated 1st September, 1953, the opening entry is:-

“Term begins in the new School buildings.” It continues “The workmen were still in possession and the following rooms were not available:- none of the Science block; the Library, Art Room; Geography and History Rooms; the Assembly Hall. Assembly was held in the quadrangle. The pupils soon learnt their way about the School.” The Headmaster goes on to write that there were 236 boys and 225 girls on roll; there being 29 in the Upper VI and 22 in the Lower VI.

The Science block, apart from the Lecture Room, came into use on the 4th September and County agreed to the hire of Orrell Rugby ground until the pitches at the School were available.

“The Commemorative Magazine” contains comments from the Governors, Headmaster and pupils.

The Chairman of the Governors, County Alderman A. Guest, J.P., wrote “We now have to show by our energy and devotion that we are worthy of our new environment.”

The “Message from the Headmaster, Mr. A.J. Maggs B.A., B.Sc.” was:-

“You have the most modern and best equipped Grammar School in Lancashire County.....To those who think that that “Old School” has gone.....if they mean the school buildings then I am glad. Nobody except those who had to struggle and strive will realise what teaching and learning were like with nearly five hundred pupils in the Ox House premises. The whole face of education has changed rapidly in the last decade. Yet the change has been absorbed into Upholland Grammar School.....

I am confident that in this new home the school will go on from strength to strength. It will be known throughout this land and others, wherever its sons and daughters roam, as a place of high standards of scholarship and staunch character building.”

(A good example of “staunch character building” is a Magazine report compiled by two sixth formers who, during the summer holidays, had walked the boundaries of Lancashire – a far larger county that it is now. They covered 420 miles in a fortnight.)



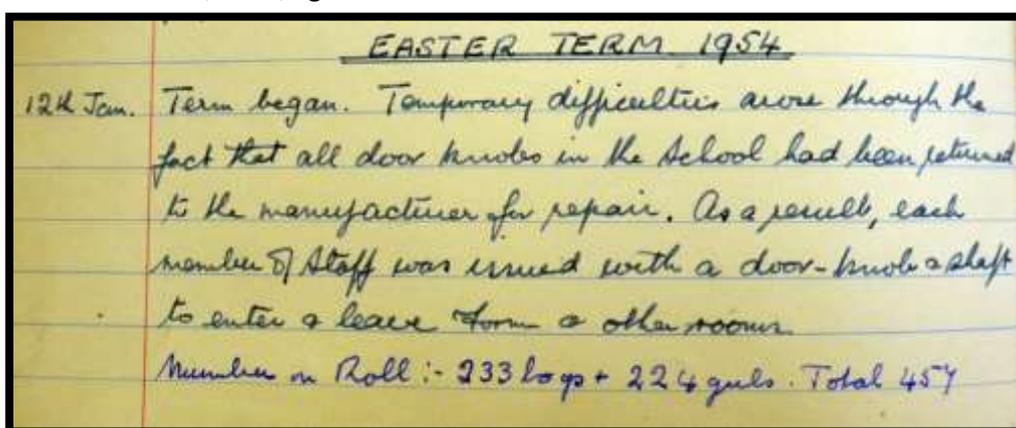
In an article headed "Phoenix" the Editress, Rosalind Gerrard, wrote:-

"Tuesday, September 1st, 1953 was a momentous day in the history of Upholland Grammar School, and one which will long be remembered as our first day in the new school. We had all waited so eagerly for this occasion, but now that it had come, most of us were seized with misgiving, for the strange, unfamiliar edifice which we saw before us was very different from the old and well-worn building which we had grown to know and to love."

She comments "We finally assembled on the wide asphalt quadrangle." She was surprised by the number and size of the windows and the length of the corridors. "It was possible to open a door without its falling off the hinges. No longer did we walk in fear and trembling of an unseen hole or of falling plaster." She notes the Music Room, the domestic science lab and woodwork room and the gradual reduction in the number of workmen "and for the first time we are able to conduct our morning worship in the spacious hall." Sixth formers from Ashton G.S. who had been invited by the Sixth Form Society were envious of the new facilities. Evidently when the School opened there was only one car on the car park at the front of the School. It belonged to Mr. Bradshaw. He gave a lift to two or three members of staff to and from Wigan. It was said that on the journey home downhill from Windy Arbour he would switch off the engine and require his passengers to bounce up and down to maintain momentum.

The Magazine also records the arrival and departure of staff. Miss Ward, Miss Slater, Miss Tyson, Mr. Green, Mr. Lythgoe, Mr. Anderton and Mr. Kilner joined the staff. Mr. Gerrard, the senior master, had left as had Dr. Mulhen. Tales of the latter abound. He was a Belgian by birth. One story is that he claimed that he was imprisoned in North Africa during the War and he escaped from a camp on the back of an ostrich. In his teaching he is alleged to have cleaned the blackboard by using a boy's hair, made someone who spilled some ink lick it up and punished misbehaviour by making offenders kneel on tacks. Having left the School he is reported as having been seen attempting to knock cracks into the gable end of his house so as to claim compensation for subsidence from the Coal Board.

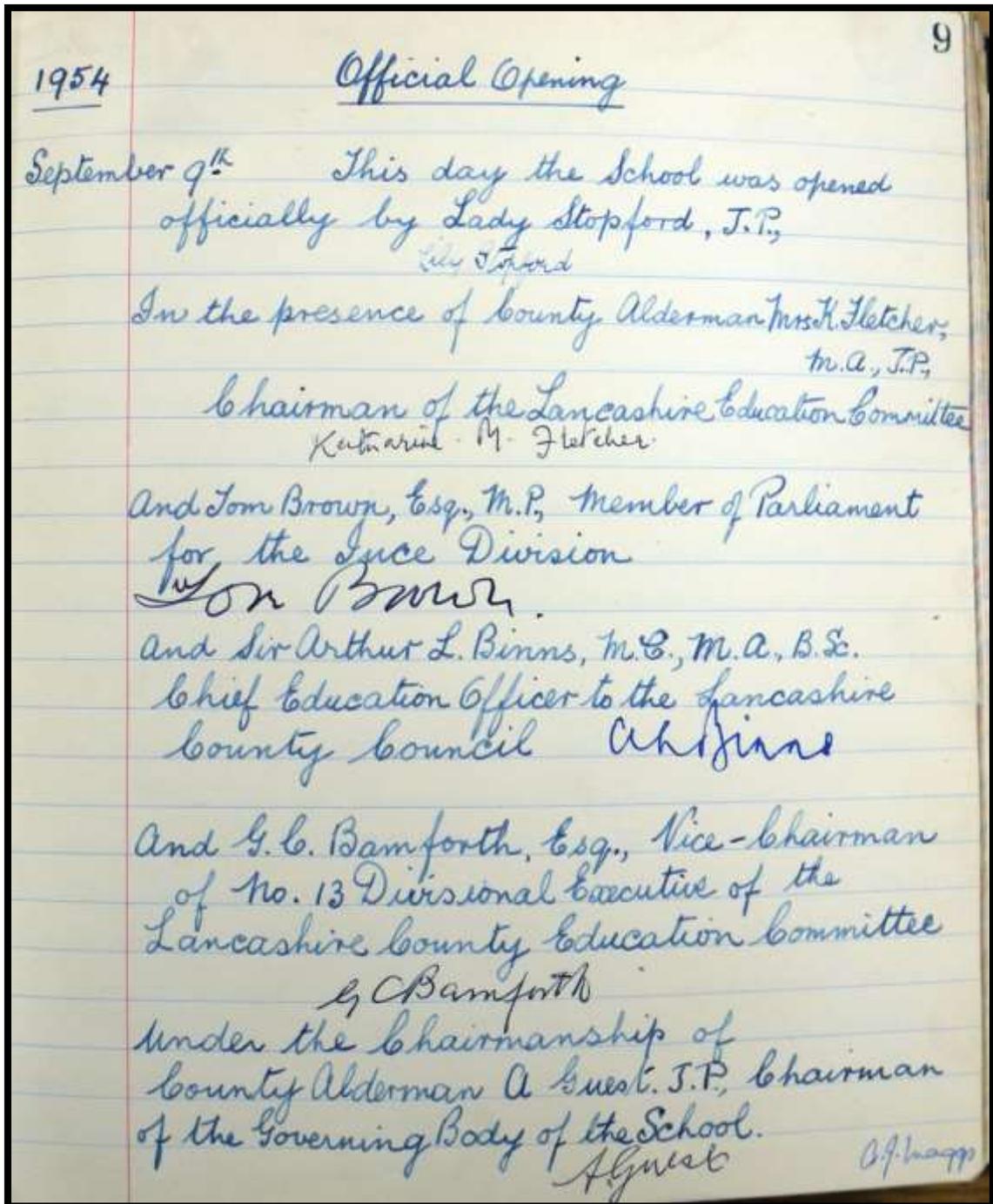
On Sunday, 10th January, 1954 there had taken place the "Ceremony of Unveiling and Dedication of Memorial Tablet and Clocks to the memory of Old Pupils who gave their lives in the two World Wars". The School had paid its share of the "butchers' bill" of the Wars, losing twenty two former pupils in the Great War and eleven in the war of 1939-45. Although small in number compared with the losses of Wigan Grammar School, they were greatly felt by the small community. The original concept had been for a clock in a tower but this had proved to be impractical. The cost of the memorials had been met by subscriptions from old pupils. They consisted of a memorial tablet in the foyer and two external clock faces on the corner of the hall. The unveiling was carried out by Mr. George H. Scrivener, probably the School's oldest surviving former pupil. His son John, a Second Lieutenant in the Lancashire Fusiliers, had been killed-in-action in France on the 2nd December, 1917, aged 20.



Inevitably, "snags" had to be remedied in the new building, as in the case of the defective door knobs. A year later, however, something more serious was recorded. "Caretaker discovered weakness in the cantilever

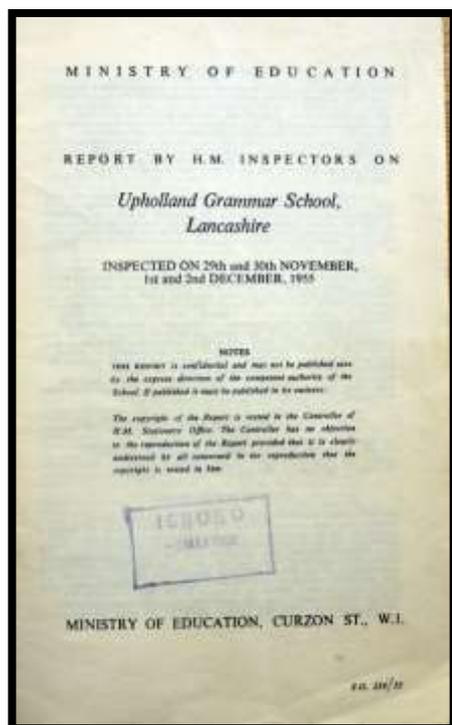
supporting the corridor to the library and the art room." Structural engineers were summoned and a great weight of concrete was placed on the other side of the building. The hall too needed remedial work.

The official opening of the School on its new site took place on the 9th September, 1954, just over a year after it had commenced operation. The occasion was recorded by a brass plaque and also by an entry in the Log Book which contains the names and signatures of those involved.



An indication that all was not well with the School is an entry in the Log Book dated 19th August, 1954:- "Much difficulty for next year by the large percentage of failures in Ordinary Mathematics and French." However the fullest and most impartial account of the nature of the school which I was to join is contained in the 1955 "Report by H.M. Inspectors on Upholland Grammar School, Lancashire". This Inspection had taken place at the insistence of the Headmaster. A verbal report to the Governors was made on 15th

December by two of the Inspectors, Mr Harrap and Mrs Rankin. The final report was issued in March 1956 but, without waiting for this, two members of staff had been asked by the Governors to seek other posts as soon as possible.



The Report states that the School was last inspected 1934 when it was a voluntary grammar school, financially assisted by Lancashire Education Authority, with 173 pupils on roll. In 1953, the local education authority had assumed total control and Upholland in its new buildings became a County School.

At the time of the Inspection in 1955 there were 469 pupils and the size of the sixth form had increased from 8 in 1934 to 54. The fact that a third of pupils stayed on till sixth form was "a figure which reflects great credit on the school". The size of the site was recorded as 26¾ acres, 20 of which had been given by the Bankes family: the remaining area had been bought by the Parent Teacher Association and presented to the Authority for the use of the School. Buildings and gardens took up about 6 acres; 10 acres were still in the hands of the farmer and the remainder of the site was being developed into playing fields. The buildings were said to be on a generous scale and were well executed. However the changing rooms for both sexes were too small and the Dining Room was already overcrowded. The Library was under-resourced and not being used appropriately for subject-based tasks.

The overall staffing of the School was deemed insufficient to meet its needs. Pupils were streamed on entry into A, R and untitled classes. In the fourth year, parents met with the Head and Housemaster in an attempt to decide whether the boy or girl would be a sixth form pupil or leave at the end of the fifth year. Likely university entrants joined V Transitus, taking a minimum of "O" levels and 3 "A" levels. Some pupils started "A" levels after taking a larger number of "O" levels in 5th year. The curricular arrangements were criticised on the grounds of over-large groups and the lack of non-examination courses.

The comments made on the overall academic standards attained in the School are highly critical.

"There is a serious lack of distinction in many of the subjects on which the grammar school traditionally relies, and the provision of leadership and inspiration in these must be a first concern of the Headmaster and others in the next few years."

"There are some serious weaknesses in the School below the Sixth Form. In the Sixth Form the standard is better, but rarely rises above the moderate."

Judgements are made on each individual department. Many of these are damning. Geography was weak; in French "attainment is mediocre and sometimes poor"; in Latin there was no work beyond "O" level; in R.E. there was little if any written work set. Science classes were conducted at too slow a pace, and the syllabus was disorganised. "The achievement of the pupils is not commensurate with the industry of the staff." General Science – "In the laboratory a large proportion of class work is recorded in rough and re-copied into a permanent note-book. Though this practice results in a fair degree of neatness not all the work reaches a satisfactory standard of accuracy."

There were favourable comments however. Commendable standards were achieved in Woodwork; in P.E. "The girls are responsive and vigorous; they clearly enjoy their gymnastics and games periods." and "There is an excellent spirit amongst the boys."

In relation to History "...the Senior History Master came here only two years ago. His fully adequate scholarship, his easy relations with pupils, and the good sense with which he discusses the problems of his work all give good hope for sound development of the work of his department."

In Mathematics "The minority coming under the vigorous influence of the senior mathematics master quickly improve so that the advanced work is well understood, clearly argued and reaches a very creditable standard. The attainment of the majority, however, is very disappointing."

Reference was made to the House system and "house periods" during which the House Tutors could guide and assist pupils who needed help in their work. It was thought that careful arrangements were made for giving advice on careers. The activities of the Sixth Form Society were mentioned together with dramatic productions. "The Easter vacation usually sees expeditions going both to parts of the British Isles and to the Continent." Indeed between the 12th and 23rd of April, 1955 a party of pupils under the Headmaster had visited the Istrian coast of Yugoslavia. This trip had been instigated by Mr. Kilner. Abraham Guest had planned to join the party but, to the relief of the staff, he caught flu and could not go. The Inspectors commented on Assembly. "The day begins with an impressive and dignified assembly, in which the whole School and all its staff, teaching, clerical, manual take part. This enhances and reflects the strong community spirit which is in evidence here."

The overall conclusion of the Inspection was:-

"The successful establishment of the School in a new building and with new status gives every reason to look forward to its continuing indefinitely its long history of service to the neighbourhood. The time has now come when all must endeavour to enhance the value of that service by a concentrated effort to raise academic standards."



Brenda Painter

All this, of course, was unknown to me as I set off for school. I waited at Pemberton for the special bus to arrive. There were a number of such buses serving far flung areas such as Standish and Appley Bridge. Those living nearer made their journey on foot or by bicycle which had to be left in the bike sheds near the front entrance. Boarding I noticed some adults whom I assumed to be teachers. Girls I had known at primary school were wearing strange hats. As we approached our destination I noted the distinctive water tower and chimney near the entrance.

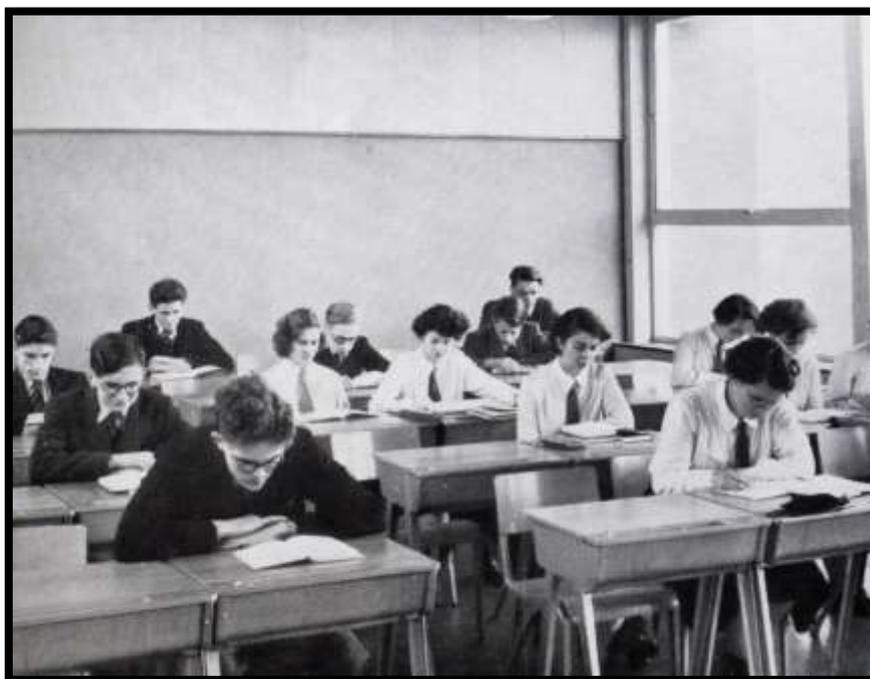
Getting off we went round the back of the building since the front door was not for the use of junior pupils. Eventually we were shepherded into the Hall and allocated into forms. I found that I was in 1A. I realised later that meant that I must have performed well in my entrance examination. We were led off to our form room by our form mistress, Miss Slater. We went upstairs and entered a long corridor then up a ramp into B3. We were given a General Note Book, dark brown in colour, and told to write down our timetable. We had

been allocated a cloakroom peg. Mine was in the first cloakroom along the lower corridor. There was bench each side of the cloakroom and a small metal basket beneath in which to deposit our outdoor shoes. One was supposed to have different shoes for indoor use, a practice soon abandoned. The cloakroom was dark, despite having a glass skylight. In addition, I was given a locker number which I believe was No. 33. Despite its name, it could not be locked. It was intended to hold text and exercise books which would be given to us by our teachers. The lockers, distributed along the lower corridor and the science corridor, were in rows of three and mine was on the lowest level. On one occasion later in the year, a girl with a locker above mine stuck some chewing gum in my hair as I was kneeling down. I felt compelled to remind her of this incident many years later when she came to a Parents' Evening with her daughter.

I discovered that, unlike primary school, we had to move around the building to our various lessons. From the entrance hall or "foyer", "A corridor" stretched out along the ground floor with small passages running

off the left hand side to give access to pairs of rooms. The first room was A9; that with A8 formed the Geography department. Then came A7, A6 and A5, Maths rooms. A4 was used for R.E. and A3 for Latin. A2 and A1 were small rooms used for sixth form teaching. Each teaching room had its own stockroom. Along the right hand side were the Boys' Toilets with internal and external access, and the Radio Room which contained a large multi-dialed set capable of broadcasting radio programmes to loudspeakers found in most rooms. Then came the caretakers' room which also served as the tuck shop during break. This was inhabited by Stan Preston and his assistant, Mr. Glover. The gardener, Joe Ball, had his own room just behind the kitchen. Three external doors spaced along the corridor led on to the "covered playground". At the far end could be found the Girls' Toilets. On the left hand side were boys' and girls' cloakrooms.

Above "A corridor" was "B corridor". Nearest to the main entrance was B8, a large English room; B7 and B6 also fell within the English department. French was taught in B5 and B4 with B3 being more multipurpose. The History Department occupied B2 and B1, the latter being a large room. The boys' and girls' toilets were directly above their "A" corridor counterparts. On the right hand side were boys' and girls' cloakrooms which overlooked the "quad". Along the left hand side, windows allowed pupils to look down into the "A" corridor rooms in the gaps between the access ramps. "A" and "B" corridors had been deliberately aligned so as to be south facing. This made them bright but extremely hot in summer. They overlooked the fields and tennis courts and in the distance, towards the top of Winstanley Road, could be seen large vehicles working on the open-cast site.



Another block ran at right angles to the main corridors. At the end of "A" corridor could be found the Woodwork Room with the Domestic Science Room above it. Along the Science Corridor on the ground floor were the Physics Lab, the Lecture Theatre and the Chemistry Lab. The Chemistry Prep Room was at the end of the corridor and this contained the only telephone extension outside the staff corridor. Above these rooms were the Dark Room, the General Science and the Biology Labs, each with their own prep rooms. A short flight of steps led down to the "Gym link" which provided access to the Boys' Changing Rooms on the right and the Girls' on the left. Passing through these led to the gym. An external door at the end of the Gym Link led out to the playing fields. Behind the gym was the chief area in which smokers lurked.

Most of the rooms were set out to cater for class sizes of thirty or thirty two. The desks were either for a single person, of metal construction with a wooden hinged lid, or of a two person, wooden variety. The labs had benches and the Lecture Theatre tiered rows of seats. Some of the rooms were equipped with blinds, those in which slide or films were likely to be shown, but the majority were not.

Turning right from the main entrance took one past the main door of the hall then down steps into the dining room. Along the side of the hall was a corridor leading past the Visitors' Cloakroom and Visitors' Toilets to the Music Room. Double doors led up some stairs to two changing rooms which were used as the Girl and Boy Prefects' Rooms, each with its own toilet. From the Girl Prefects' Room it was possible to gain access to a ladder leading up the water tower/chimney. This door, wisely, was always kept locked. The area behind the stage was above the boiler room.

Immediately to the left on entering the foyer through the main entrance was the Office window, above which was a clock and the War Memorial tablet. The staff corridor consisted of, on the left hand side, the Office, the Headmaster's Study, the room of the Senior Mistress, a small doorway used as a staff entrance, later blocked up, the Deputy Headmaster's room and then the staffroom. This proved to be inadequate in size and was extended in 1963. On the right hand side was a small store room, the Medical Room, a secure storeroom and staff toilets. Directly above these rooms, accessed from B corridor, were the Library and the Art Room.

The Hall was a large, impressive room with a highly polished wooden floor and a raised stage. Six hundred or so metal-framed, cloth seats were capable of accommodating the School population. These were clipped together with metal clips which were remarkably similar to knuckle dusters. It was to the Hall that we were sent to be allocated to a "House". I discovered that there four of these, all named after male military heroes – Clive, Drake, Nelson and Wolfe. (One can imagine the reaction to that today!) Pupils were put in the same House as their older brothers or sisters. Since I was the first of my line to enter the School this did not apply and I found myself in Wolfe.



Although some pupils who lived near to the School went home for lunch, ninety percent of us and most of the staff had school dinners; the five shillings (25p) weekly payment was collected by form masters/mistresses. The 1955 Inspection Report refers quaintly to "the family method of service". This involved a group of eight pupils of varied ages sitting on four wooden forms around a large table. At the head of the table was a senior pupil. All the pupils would stand while Grace was said by the member of staff on duty. This was normally "For what we are about receive may the Lord make us truly thankful. Amen" but some staff used a Latin version "Benedictus, Benedicat per Jesum Christum Dominum Nostrum. Amen." Food was then collected from serving hatches by "servers". These were fairly junior pupils operating on a

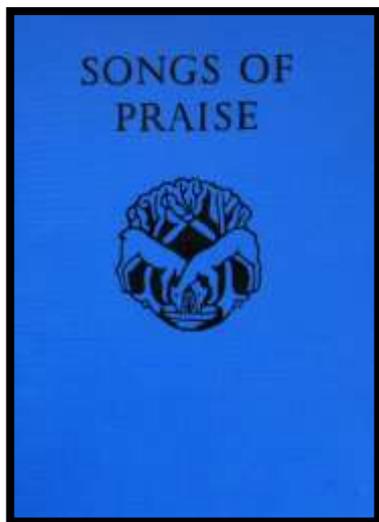
House-based weekly rota. The servers would deliver the meals in large containers to three allocated tables. It was the duty of the Head of Table to serve out the food to the individual pupils on his or her table ensuring fair shares for all. Much depended on the character and capability of the Head of Table and servers were often faced with demands from hungry pupils to be served first and sometimes the youngest pupils received little. The food in general was unattractive. Chips were never to be seen, roast potatoes a rare treat, semolina was revolting but jam roly-poly a triumph. The most common dish was “brown stew” in various guises. One lunchtime there was a major problem. In the Log Book on 20th January, 1957 Mr. Maggs wrote “Found that about 350 pupils had been ill after Friday’s dinner. Reported to M.O.H.” (Medical Officer of Health). I was one of those affected. A few days later a subsequent entry was “Reported that food poisoning due to bad meat.” Not long afterwards I abandoned school meals for packed lunches.

At four o’clock on the first day the challenge was to find the right bus for Pemberton and then walk home the mile or so to Kitt Green, ensuring that my school cap was firmly in place. Travelling home on the school buses could be a risky business for first formers, especially if one decided to go on the upper deck. It was not the nicotine-stained roof and streams of condensation in winter that was the problem but the behaviour of fellow pupils. Older boys tended to have preferred seats which were protected with force. A distant relative of mine had made a blowpipe and darts which he would fire into the legs of the unwary. Later he was to become a company director and the national champion sweet-pea grower. Upstairs was generally safe only if staff were travelling on the bus, as was often the case since car ownership was still far from common.



My fellow pupils were drawn from a number of primary schools within the county of Lancashire. They came from areas including Rainford, Skelmersdale, Standish, Orrell and Shevington. Some pupils in my primary school had not been eligible for U.G.S. since they lived within Wigan Borough and therefore had to go to either Wigan Grammar School (for boys) or the Wigan Girls’ High School. In time I discovered that I was the second youngest pupil in my year. Almost all my contemporaries lived with both a mother and a father since divorce was virtually unknown. My father was a joiner and nearly everyone came from what would now be called a stable “working-class” background. Many were the children of miners who were determined that their offspring would not follow them down the mine. A clear distinction was made between the treatment of boys and girls. The boys were known by their surnames and girls by their Christian names – that expression was then used. In lists I appeared as Atherton D.W. whereas Carol Barton would be C. Barton. There were no pupils in School from any ethnic minority as far as I am aware.

Having pupils aged between 11 and 18 plus in the same building did produce problems of bullying especially in the case of the new first form pupils at the hands of second and third formers. Prefects could and did use corporal punishment on younger boys and some were more feared than members of staff. However, the general atmosphere of our mixed grammar school was fairly civilised.



Each day started with Assembly. Pupils sat according to age and sex with the girls on the left and boys on the right; younger pupils at the front and older at the rear. A prefect would sit on the aisle seat of the front rows. Staff would sit at the back, usually wearing their gowns. On the stage was the Senior Mistress, Miss Davis, and the Deputy Head, Mr. John, sitting next to the Head Girl, Yvonne Baxter, and the Head Boy, Malcolm Forrest, respectively. Classical music was played from a gramophone until the arrival of the Headmaster. We all stood as he made his way down the central aisle and ascended the stage to sit in a large, specially made chair which resembled a throne. Notices would be given out. One which sticks in my mind was to the effect that boys were reminded that they were not to bring shotguns to school. Even then there was an awareness of Health and Safety. A hymn would be sung. All pupils had been issued with a small blue hymn book entitled "Songs of Praise" which became increasingly dog-eared with the passing of the

years. Hymn number 508, "Guide me O thou great Redeemer", sung with descant, appeared frequently, no doubt because of the Headmaster's Welsh roots. There would be a Bible reading, from a large Bible donated by Mr. Melling. After a prayer and the Lord's Prayer the Headmaster departed; staff and pupils then went off to lessons.

Unlike primary school, where the entire week was spent with the same teacher, now there were many separate subject specialists whose names, and more importantly their nicknames, had to be learned. There was Miss Penman (Nellie), Mr. Bradshaw (Bulldog or Fat Brad), Mr. Kilner (Reg), Mr. S.H. Jones (Spike), Mr. Green (Fred), Mr. Studdert (Paddy), Mr. Griffiths (Taffy), Mr. Pennington (Sid), Mr. Anderton (Chisel), Mr. Melling (Stan), Miss Stephenson (Rocket), Mr. Smith (whom we called Happy Frank), Mr. Appleton (Charlie), Mrs Fortey (HAF), Mr. Lythgoe (George)... all ruled over by Mr. Maggs (Lord Alf). Virtually all the teaching staff wore academic gowns in class. Their precise design varied with the degree held and the awarding university. Some, far from being black, had become green with age. Now, of course, I appreciate that all of these men and women had lived through the War and all must have been affected by it. I was to learn more of this as time went on. Mr. Bradshaw seemed to have responsibility for the large radio set. His breast pocket always sported a small screwdriver next to his fountain pen. He had been a radar technician in the War and served with the Free French in North Africa. Mr. Jones had been awarded a M.B.E. for war service in India. The precise circumstances were never disclosed but various military phrases peppered his conversation, such as "Say again." and "He's a fine young soldier." Mr. Appleton's heavy limp we supposed to be due to a war wound. Mr. Green, as a Flight Lieutenant, had taught Navigation to air crew. Mr. Pennington had been awarded the Distinguished Flying Cross and his brother, Captain Harold Pennington, was commemorated on the Memorial Tablet, losing his life in the Commando raid on St. Nazaire. Mr. Kilner had been a naval officer, serving in the Mediterranean and on the Russian convoys, something only recently recognised by the award of a special campaign medal. The Headmaster had led a group of Air Cadets. Immediately after the war, Mr. Anderton had flown Spitfires. I recall many years later his response when a German Assistant compared unfavourably the out-dated railways of Britain with those of Germany. He said that it showed that British bomb aimers were better than those of the Luftwaffe. The Miss Penman we knew as pupils was a large lady, wearing a white lab coat, whose white hair was stained with nicotine and who plodded down the corridor carrying a heavy leather bag. We did not realise that she had been a gifted hockey and tennis player with a distinctive style which she passed on to her protégées. I gather that she had been injured while fire-watching during the war. Appointed in 1941, her dedication to the School could not

be faulted. In the bad winters of the late 1940s she had trudged into School from her home in St. Helens. In the late 1950s she drove a “Baby Austin”. Mr. Jones was the only person who considered it appropriate to address her as “Dorothy”.



Miss Penman and the campers.

It was my first lesson with Miss Penman which sticks in the mind, and I gather that she followed the same routine with each new class. As in all lessons, we stood up on entry, waiting to be told to sit. Her opening words were “My name is Miss Penman – P.E.N.M.A.N. – and when you address me I want you to call me Miss Penman, not Miss.” We did what we were told. The first homework we were given was to make a centimetre cube, presumably to give us an idea of its volume, but ours not to reason why. I made mine out of carrot which unfortunately dried out and shrank overnight. My mother had to make another one quickly for me out of soap before I set off for school. All work had to be done in rough and then transferred to one’s “neat book”. I note that its first entry is a rather poorly drawn illustration of a Snapdragon (Antirrhinum) which led on to “Pollination” and “Seed Dispersal”. A couple of weeks into the term a boy sitting at the front scratched his initials on the bench. “Nellie” spotted this and erupted in anger, calling him a vandal. The fact that she asked him whether he knew what the word meant says much about 1950s England. Mr. Jones was summoned to the scene and calmed the situation.



Similar examination of my Geography book shows a "Map of the Geography Room" drawn at a scale of 1 inch to 5 feet. I was to be taught by Mr. Smith for seven years who had probably taught the same material throughout his career. History started with "The Old Stone Age" but we had reached Henry II by Christmas. Music led to encountering Mr. Bohman, a newly appointed member of staff, who with his suede shoes was considered somewhat trendy. We christened him "Bopper". His avant-garde manner did not go down too well with Miss Penman who seemed to regard him as somewhat decadent. French with Miss Davis, the new Senior Mistress, was highly challenging. Vocabulary had to be mastered, tenses learned. Poor test performance led to coming back at lunchtime the following day for a re-test. She did her job well and instilled the basics. At times in our second year our class was left without a teacher, presumably when the "cover" system failed. Considerable misconduct occurred.

The lesson before break was ended somewhat early to allow two pupils to be sent off to get a crate of milk from the covered playground. Milk duly consumed and bottles returned we had our break. Unallocated milk remained in the covered playground for additional bottles to be drunk by those who wished to do so. Unfortunately occasionally milk-fights would break out, or an older boy throw a bottle's contents over a first former. Blazers covered in milk do stink in a hot classroom. When this happened to one of my classmates, he retaliated by emptying one over the head of the attacker. He was never one to "turn the other cheek" even though he is now a vicar.

Occasionally a rough team game was organised – Sag. One person would stand with his back to the wall, a team mate would put his head between his legs and another two or three would stoop and put their heads between the legs of those in front of them. Members of the rival team would vault on the backs and when all were in place they would bounce up and down in the hope of causing someone to collapse, chanting "SAG, SAG...". The outbreak of a fight would be marked by a cry of "FIGHT, FIGHT" and a circle would rapidly form around the combatants. Fisticuffs would continue until Prefects arrived to throw the spectators aside and allow the duty member of staff to intervene. More peaceful pursuits included marbles and, at the appropriate season, conkers. The older lads tended to play "Possie", a type of non-contact rugby, on the quad. Large youths charging about did pose a hazard to some of the smaller pupils. Casual games of football were always going on. No notice at all was taken of boys wandering across the school roof to recover lost balls.

House Periods took up two lessons a week at the end of the afternoon session. Here some rudimentary pastoral system functioned but most of the time was spent doing homework. The House spirit was fostered by rugby, hockey, rounders and cricket matches. Good performers were selected for the school teams to play against other schools. End of year examinations led to the award of Stars and Ds (Demerits) for good and bad performance. The winning House was awarded the Work Shield. All boys had to take place in a cross-country run during one Games lesson. The course varied with Year. Points were awarded on a House basis. All classes were let out of lessons to observe the runners coming back in at about 3.45p.m. The good athletes came sprinting home, most however ambled past the winning post. Many Games lessons involved going for a cross-country "run", generally with the instruction not to be back before ten to four. Some pupils would go home, others make a fire in a local wood, most simply went for a walk.

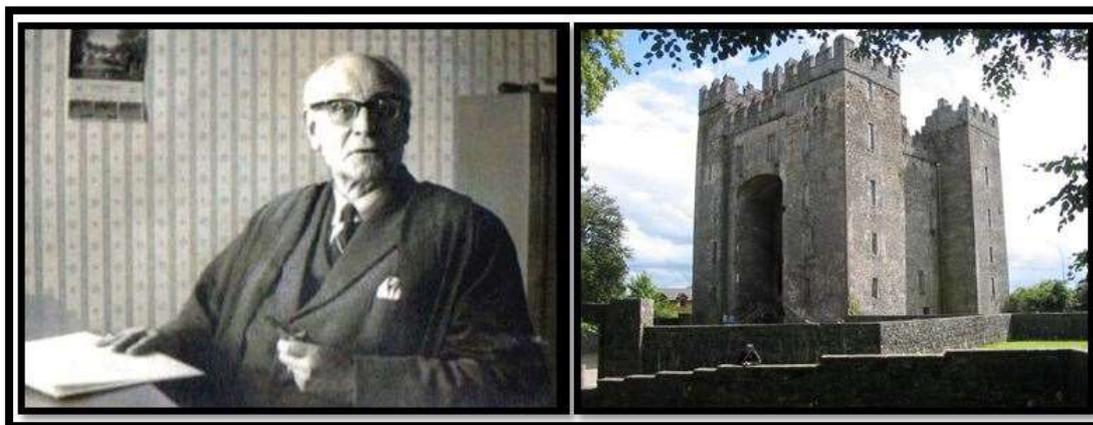
Each half term the Pupil's Journal was completed which gave a score and class position for each subject. This had to be taken home, signed by parents and returned to School after the vacation. At the end of the year more formal examinations took place and subject teachers would enter marks, position and make a comment. These sometimes were no more than "Good", "Fair", "Satisfactory". Although I kept my position in the A form in the first two years my performance was far from good, generally being in the bottom third of the class. I was considered to be shy and lacking in confidence, as I was. I was quite good at History and Geography; my Art was hopeless and I had no musical or sporting talent at all. At the end of the second year I scored 38% in Maths, little surprising in view of the appalling Mathematics lessons delivered by a teacher whose name we prefixed with the nickname "Orrible". This individual's teaching was not helped by a slight

speech impediment and his addressing of girls by their surnames. Hence Kathleen Berry was “Bewwy”. Hundreds of lines were given out to us simply while queuing to enter the classroom. The class was chaotic and some pupils flicked ink from their fountain pens on the back of his gown as he strode around the class provoking disorder. Fires were lit in desks from which smoke poured as the lid was lifted, and we were the top class of a grammar school! Fortunately his stay in School was not long and he went to ply his trade elsewhere.

As the school year progressed and the weather became warmer girls would switch into their summer dresses, cricket would be played instead of rugby and boys were allowed to remove their blazers in lessons, with ties still firmly in place. The annual Sports Day took place. Sometimes this would be scheduled for a mid-week afternoon, at other times on a Saturday. There were events for all ages and the competition was held on a House basis. The best performing boy and girl were awarded a trophy, the Victor Ludorum and Victrix Ludorum respectively. Staff tended to perform the same roles each year. Miss Stephenson worked in the hired loudspeaker caravan, recording scores and keeping out of the cold. Mr. Green controlled the “hop, step and jump”, later boasting that it had become an Olympic event under his management. A staff versus girls hockey match was played with Mrs Fortey as goalkeeper. Pupils were let out to watch these matches. During one staff versus pupils cricket match, the Games Master, Mr Anderson (Jock) managed to strike the ball through the window of Frog Hall, the cottage adjoining the tennis courts.

At the end of the second year, pupils were divided into Arts, Science and Technical classes. I found myself in III Arts which meant that I took only General Science and continued with Latin. III Science took individual sciences and III Tech took Woodwork and Art. This last group, having within it a considerable number of boys with the surname starting with B, came to be known as “The Five Bs and Bloody Turner.”

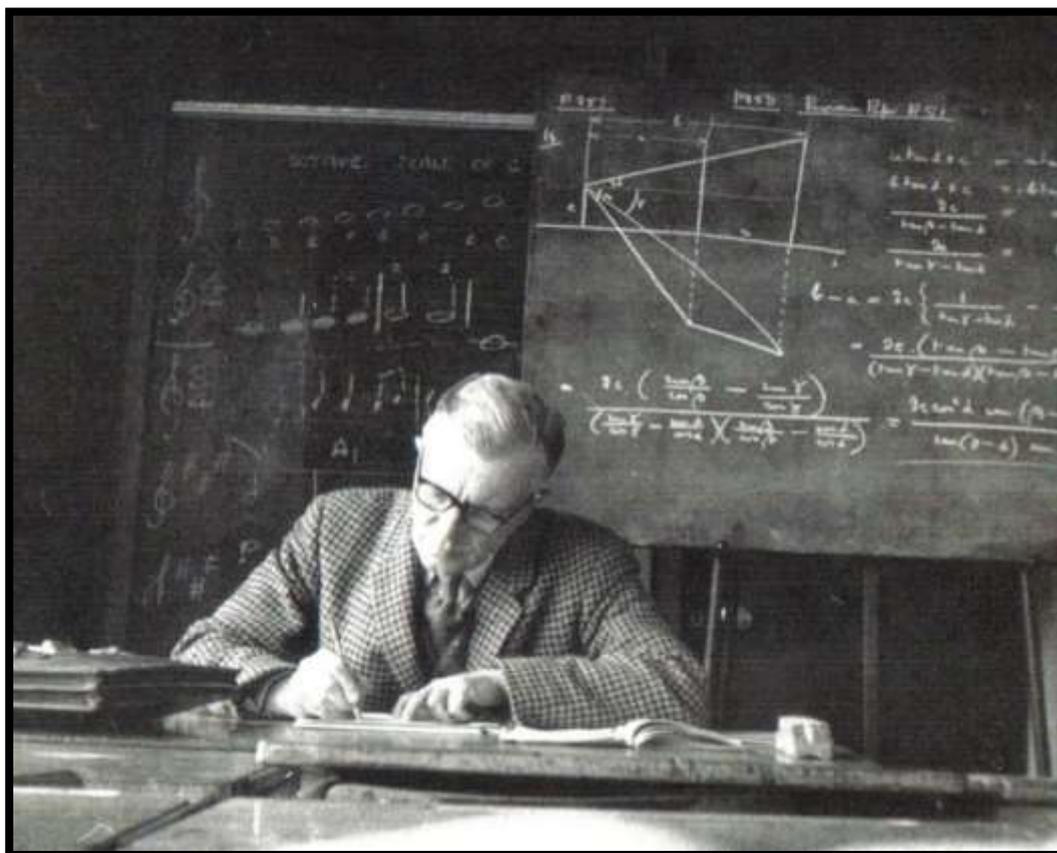
Latin meant lessons with “Paddy”, Mr. Studdert. He was a man of great learning but of limited teaching ability. Lessons were a baffling mixture of declensions, conjugations, participles, the activities of Caesar,



“res frumentaria” and the utterly bewildering “Ablative Absolute”. He gave each of us a nickname and addressed us as such. I was “Goliath”. Other members of the class included “The Bird Finch”, “The Lady of the Mists”, “La belle Egyptienne”, and “The Bargain Basement.” In the end of year examination I scored 38% which was deemed “Satisfactory”, coming eleventh equal in a class of thirty. Some of my classmates recorded marks only in single figures. After another year my score had reached 41%, leading to the comment “Result of a really determined effort against odds.” I was to carry on the subject to “O” level, gaining 25% at the first attempt. By a huge amount of effort, involving memorising the English translation of the entire set book, I was able to secure a pass in the subsequent resit examination. I believe that I was the only boy from the group actually to pass. Despite these problems, he was popular. We learned that he stemmed from Irish gentry and that Bunratty Castle, Co. Clare, had been the family home until the Irish gained Home Rule. When visiting other country houses in his youth, a maid would wake him in the morning with an “eye opener”, a large glass of whiskey. His background allowed him to tell us a range of stories at the end of term. One

involved a murder; the victim's head was recovered from a well and a deranged peasant was seen plucking hair from the head, exclaiming "Nice chicken master." Besides teaching Latin he ran the Library and also acted as Careers Master. He was often to be seen walking along the corridor puffing on his pipe. He had written a number of dramatic works for performance by pupils and, in 1960, he took the leading role in a production of "Toad of Toad Hall". He left at the end of our LVI year. I encountered him in Wigan one day. He had been for lunch at "The Grand". I asked him whether he had accompanied his meal with a half a bottle of wine. He replied "My dear David, I have never had a half bottle of anything!" After his wife's death I used to visit him. His home was crammed with thousands of books and family mementos including swords, silver and his coat of arms emblazoned with stars. It carried a Latin motto which translated as "In darkness we shine." A glass of Jamieson and Jaffa Cakes were always offered on these occasions.

We members of III Arts found ourselves under Mr. Green, the Head of Mathematics. He did not concern himself greatly with lower school work, most of his time being spent teaching "A" level Mathematics and Further Mathematics. He had a formidable reputation.



He was a small, wiry man, with an excellent knowledge of his subject and he had developed sarcasm into an art form. His board work was extremely neat. His teaching approach was to find a pupil who seemed to struggle with mathematical concepts, usually male, and devote his attention primarily to that "datum level" pupil. The person selected did not have an easy time but we all made good progress. He asked a lad who had a large hearing-aid whether he was "tuned-in today". He had several distinctive phrases. "Use a coin of the realm." was the instruction when drawing small circles in Geometry. Those who made errors were referred to as "Pie cans" or "Crate eggs". Delays in answering may lead to the comment "The sun is setting; the birds are wending their weary way home – today, please today." A youth who was asked what was 11×12 came up with 122 – "Not even close – try again!" 128 "Getting closer!" – 132 "Brilliant! – that boy will go far!" To those who really struggled he would tell the story of Captain Oates who, on Scott's Antarctic Expedition, went out into the snow to die rather than hold back the group. "Fred" was well-respected and generally very popular, even with his "favourites".

From the third year onwards I was taught History by Mr. Eastham; a lively, popular, no-nonsense teacher with well-polished shoes, who nipped into the stock room for a fag between lessons if there was not time to sprint down to the staff room. Into "Ron's" lesson one day came a stranger who we were told was to be the new Headmaster. He happened to look at my exercise book and spotted a spelling mistake "parliment". The Log Book entry for 1st January, 1959 states "H.B. Ellis M.A. assumed office as Headmaster". He controlled the fate of 566 pupils. His first duty had been to record the death of his predecessor on the 30th December, 1958. He wrote:- "Sudden death of Mr. Maggs, the day before his service ended." A new era began.



Mr. Ellis commanded respect as a man of obvious intelligence and strong will. His shoes had metal strips on the heels and he could always be heard coming. A gifted linguist, he taught my class French in the fourth year and he was extremely thorough. Standards in school improved markedly. House periods came to an end and considerable emphasis was placed on academic attainment. His Speech Day attack on television as an enormous time waster was reported in "The Wigan Observer." Normally on these occasions we had sung the "School Song". This was "The Torch of Life", words by Sir Henry Newbolt with music by Mr. J.H. Aldred, listed on the 1911 "Prize Giving" programme as teaching "Singing and Piano". Mr. Ellis had decided that "There is a breathless hush in the close tonight..." was inappropriate and it was to be replaced by "Gaudeamus Igitur" ("So Let Us Rejoice"), a song much used in university graduation ceremonies. This

decision led to resignations from the Old Pupils' Committee. We had to be taught how to pronounce the Latin words. "Humus" led to problems in the line "Nos habebit humus" (The earth will have us.) Mrs. Bradshaw complained during practice in Assembly "Headmaster – they are singing "humus" and it should be "umus." Mr. Bradshaw was mortified.



In managing the School he was greatly aided by Mr. Kilner who became Deputy Head after the retirement of Mr. John in 1961. A man of great intelligence, energy and guile, he was in charge of discipline which, occasionally, involved the administration of a pump which he called "Jeremiah". At other times, misbehaving boys were given the task of stoking the boilers in the cellar under the guidance of the caretaker. His "Community Service Programme" also included picking up litter and, in due season, snow shifting.

A character who appeared periodically was Mr. Gaskell or "Levi". He was a joiner summoned to carry out fairly minor repairs. He had a fund of jokes which he would share with some of the older boys. Sometimes he would work in the classroom while lessons were underway. His hammering seemed to coincide with the times when the teacher began to talk, purely accidently it would be thought, except for the crafty wink which he would direct towards the class.

In the meantime my school performance was improving. I had eventually discovered how to prepare for tests and examinations. I had then an

almost photographic memory which I was beginning to use. My House Tutor, Mr. Lythgoe felt able to congratulate me "on giving such satisfaction". Mr. Lythgoe, then in his mid fifties, was quite proud of his physical fitness. He displayed this by jumping on to his teacher's desk from a standing position. He failed to appreciate the effects of advancing age and one day an ambulance had to be called.

During the fourth year, parents were asked to come into School to discuss with the Headmaster and House Master/Mistress the future of their children. In my case the meeting was with Mr. Ellis and Miss Penman. Would I be leaving at the end of the fifth year or continuing into the sixth form? My parents were eager for me to continue in education as long as possible. That was the only occasion they ever had been in School and they did not visit again.

I found myself in "Transitus", a fifth form class headed by Miss Penman in which pupils took a minimum of "O" levels and started three "A" levels. I had planned to take History, Geography and French. Mr. Ellis doubted my ability to take French to "A" level and so I was approached by Mr. D. T. Jones about taking Economics. What on earth was that? He explained the basis of the subject and I was duly signed up.

At "O" level I took Maths, English Language, French, Latin and Economics. In English Language "Clause Analysis" took up a considerable part of the time. I was never really conscious of being bored and I don't recall the expression being used at all. Two of my friends found distraction in English by estimating the length of a minute. In the small "A" level classes we had good relationships with our teachers. Mr. Smith continued very much as he had done for the previous four years but now Geography pupils were expected to "do the weather". Meteorological instruments were housed in a Stevenson Screen. Daily recordings had to be taken, even at weekends and in the holidays. In my case on some days I had to cycle up to School to record rainfall, maximum and minimum temperature and wind direction, determined by observing the smoke from the school chimney. History (Medieval) involved two members of staff. Mr. Eastham dealt with English History and had us learn key phrases such as "a perjured usurper fraudulently crowned" (King Harold) and "a trifler and a coward" which applied to King John. Mr. Kilner took European History, starting with Charlemagne, c800, and ending about 1500. Without too much encouragement he could be distracted into telling tales of his naughty schoolboy exploits and giving some brief account of his time on the Artic Convoys and recollections of "D" Day. He had made contact with Yugoslavs during the War and was developing his links with the country, later leading to his receiving an award from President Tito. He was an enthusiastic traveller and organised several expeditions across Europe for pupils. The small group of us taking Economics were housed in odd locations such as the General Science Prep Room. Mr. Jones' lesson notes often emerged from his brief case under a layer of rugby gear. He was accustomed to more than the odd glass of beer but, one evening, fell victim to Slivovitz when visiting Mr. Kilner.

In my LVI year I continued just with my "A" levels and General Studies. Speech Day had moved from School to the Queen's Hall in Wigan. Roaming round the building and exploring its little rooms was great fun. It was, however, extremely hot. When my parents attended the ceremony the following year, my father remarked "Crin! Th'ive getten some good nutty slack!" (Those familiar with the Lancashire dialect will understand.)

Social events were organised within School. After one sixth form function the external clocks stopped working. Their electrical motor had been burned out because the clock's fingers had been tied together with a bra. This was never reclaimed. Unfortunately the clocks could not be repaired and they remained motionless for years until their removal. At lunchtime on Fridays, "Penny Socials" were held in the Hall. For an entrance fee of 1d, pupils could enter, dance and let-off-steam to "popular music."

My school years coincided with periods of extremely bad weather, especially fogs, since these were times before "clean air" was enforced. Fog was considered to be thick only if one could not see across the road. On such occasions, School finished early and buses crept along through the murk. The Log Book entry for 21st December, 1961 says "Term finished one day early as fogs have been so thick that children have been

arriving at 11a.m.. The Kirby and Rainford children did not arrive at all yesterday.” The winter of 1963 was memorable for its intense cold. A large snowball formed on the field in January was still there in May.

I do not remember any sixth formers having a regular part time job, with the exception of “The Christmas Post” and so we received pocket money, about 3 shillings (15p) a week in my case. A number of older pupils met up after school at “Jimmy’s”, a “temperance bar” near the Grapes. Pupils spotted drinking in pubs would be reported to School and “dealt with”. Underage drinking was rare; we had not the money for such things. Pubs closed at 10.30 or 11 at night and the only “clubs” were workingmen’s clubs and they were not for us. Some of my friends were learning to drive but it was exceptional for pupils to come to school by car.



I took my “A” levels in June of my LVI year and so, since my birthday is in late August, I had acquired these while I was still sixteen. No-one had mentioned that I could have left and so I stayed on for another year. I



was made a prefect and House Captain for Wolfe which involved periodic meetings with Miss Penman. We were allowed master keys to permit us entry to all the rooms in the school, but we had to make our own by filing down a Union No. 10. My year was spent taking post-“A” level courses in my three subjects and doing some General Studies. It was a relaxed year since I had done well enough to avoid the need for any resits. From the area behind the stage, outside the Boy Prefects’ Room, I was able to watch the M6 being built. I had been recommended to apply for Oxford, I believe before taking the “A” level exams, and I decided to opt for Geography. Unsurprisingly my application was unsuccessful since

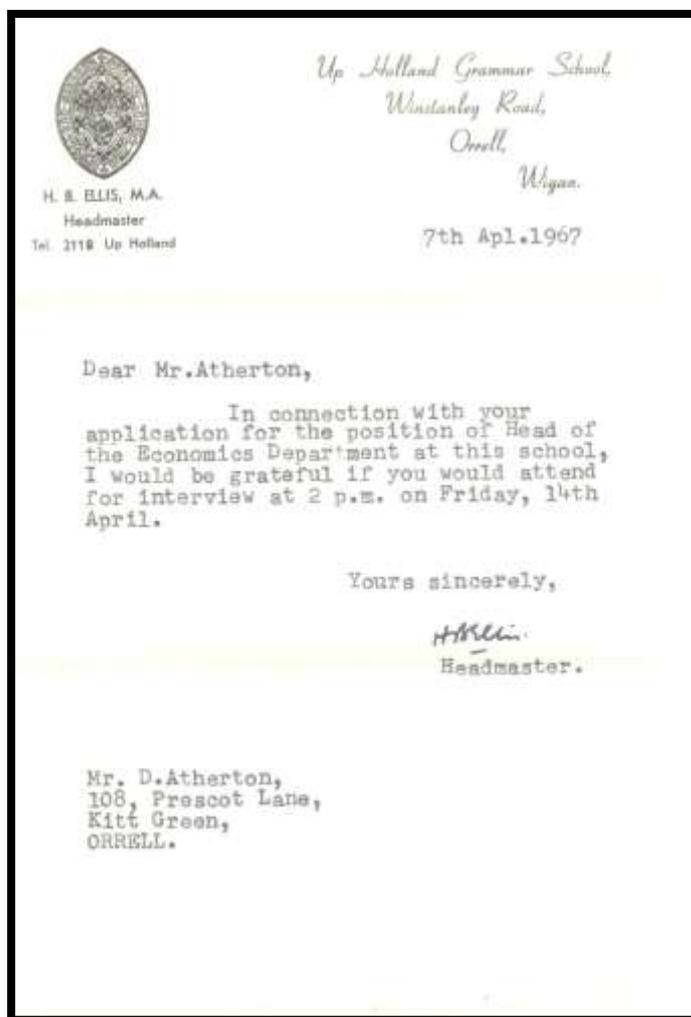
Geography proved to be my worst “A” level. I won the Economics Prize, named in memory of Georgina Ashton, one of my classmates who had died during the summer vacation. I then decided to apply for Economics and was accepted without interview by a number of universities but was advised to go to the London School of Economics. I took “S” level Economics later in the year. I was awarded the “Mack Prize” for being the best Arts pupil of the year.

We decided to mark our leaving by holding a dinner at “The Grand” in Wigan, then the town’s best hotel. The 30 shillings cost (£1.50) was paid in instalments. This was a large sum bearing in mind that, in London, my usual lunch in a porters’ café in Covent Garden of egg, sausage and chips cost the equivalent of 6p.

Unfortunately one of the subscribers forgot the date of the event and had his tea as normal before being reminded of the feast that awaited him.

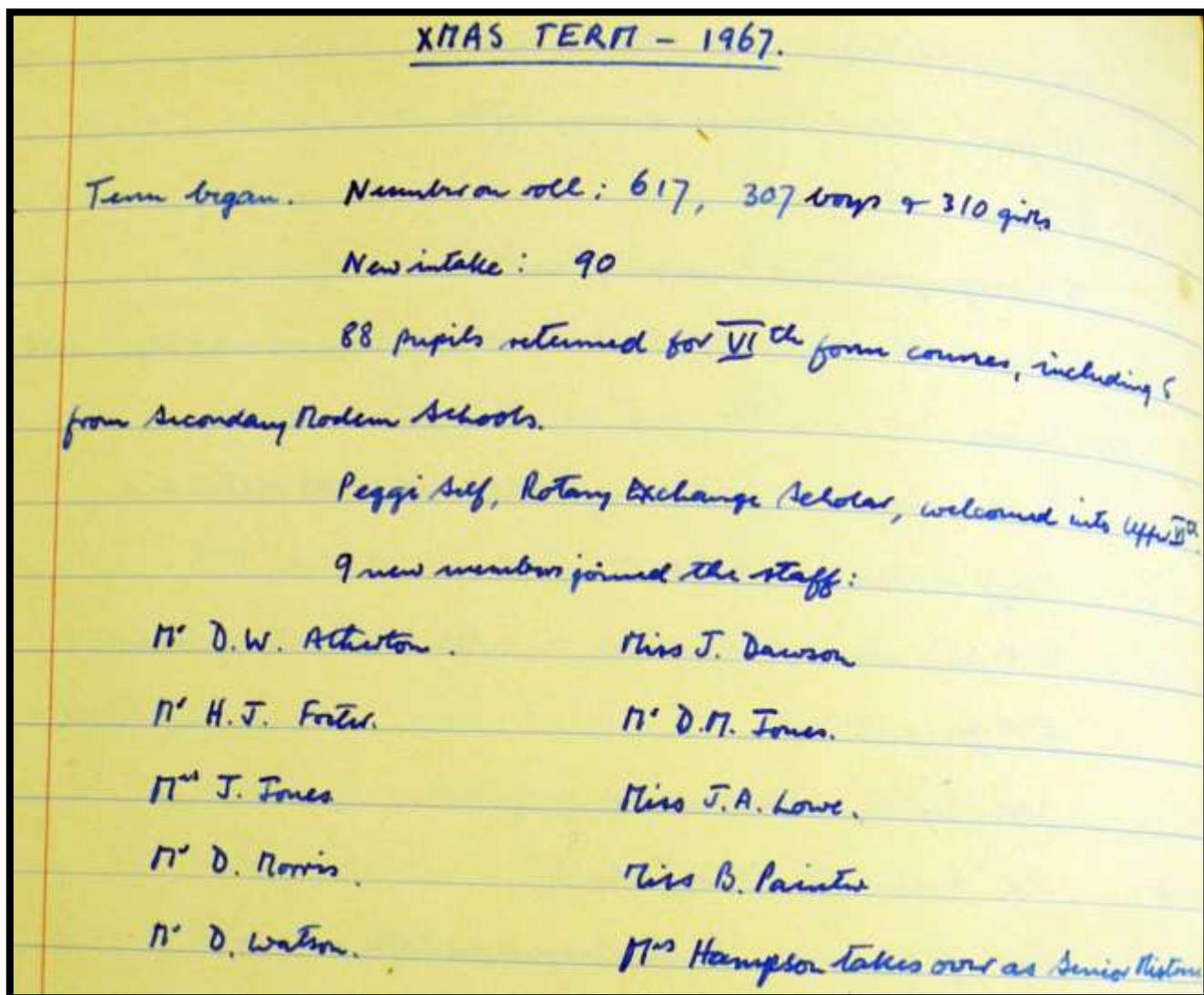
The final assembly, to mark the end of summer term 1963, was an emotional affair. Hymn number 333, Part 2 was sung, "Lord dismiss us with thy blessing..." Then Mr. Ellis made his usual closing remarks, wishing pupils a good holiday and hoping that "those returning" would be "fit, refreshed and ready for work". I was not to return; my seven years at the School had ended. I cannot now recall going on any educational visit or trip during my entire time at U.G.S. but in September 1963 I went off to London, again to a place that I had never seen.

I spent four years in London, reading for a first degree in Economics and then taking a M.Sc. by examination. I did not lose touch with School entirely. In holidays former school friends met up in the "Coal Hole" bar in "The Grand". Like many of my year, we attended meetings of the Old Pupils' Association and I served as its Hon. Secretary for many years. Ultimately I decided that I would like to teach. In those days it was assumed that the main attribute of a teacher was subject knowledge and so graduates could be employed to teach without any formal training. I learned that my former Economics teacher, Mr. D.T. Jones, had accepted a new post as Housemaster at a comprehensive school in Kirkby and so his post fell vacant.



I applied for the position and was interviewed by Mr. Ellis and a governor. I was not successful; the job was offered to another candidate. Fortunately for me he decided to take up a post elsewhere and so I was appointed. That was the only competitive interview that I ever experienced in my entire career; I was just asked to accept all the other posts I have held.

I was one of nine new members of staff, which represented about twenty-five percent of the teaching body. Two of my contemporaries at U.G.S. had also been appointed, Harley Foster to teach Maths and introduce Statistics, and Brenda Painter who taught French. I was the youngest member of staff, having just turned twenty two.



Substantial changes had occurred over four years. Mr. Bradshaw had died; Miss Penman and Mr. Smith had retired. Mrs. Hampson was newly appointed as Senior Mistress in place of Mrs. Naylor. The Pavilion, which served as a base for sixth formers, had been built. The staff room had been extended. New pupils on entry were unstreamed and streaming in general was being phased out.

Having as colleagues a number of my former teachers was a strange experience. Many I saw in a fresh light. Joyce Stephenson was pleased that I could still quote "Tam O'Shanter" which she had required me to learn at the age of fourteen. I discovered that, while at university, as part of her studies into the development of the English Language, she had sailed to Iceland on a trawler. Within the staffroom were distinct groups. Most of the female teachers sat on the easy chairs in the lower part of the room and most of the men clustered around the door which led out on to the field. Bridge was played virtually every lunchtime with Eric Anderton, George Lythgoe, David Catterall, Joyce Stephenson and Steve Jones being regulars with others, including me, joining in on a casual basis. Those who were free before break and lunch were expected to fill the boiler and produce two large pots of tea; not to do so was a major sin. The entire room was filled with cigarette smoke. The noticeboard contained miscellaneous information but the most important was the daily "black list" compiled by Gordon Kilner. This showed the names of the staff who were to supervise

classes whose teachers were absent. Each morning began with "Daily Orders" during which all teaching staff were present to hear instructions for the day.



Besides being with my contemporaries, much of my time in the staff room was spent in the company of Eddie Scholes and rather surprisingly, "Fred", now addressed as Frank, Green.

Eddie, who taught Latin, was the best classroom teacher whom I have ever encountered. He was a large man with enormous vitality. Within the first week of his appointment he had established about four new societies and later he became Nelson's Housemaster. His delivery of Latin was superb. To draw a map of Italy he would grab a lad by the scruff of the neck, carry him to the blackboard, tell him to stick his leg out and he then would draw round it. Later, at a staff social event, he performed a ventriloquist act which was never forgotten,

using Brian Jones (German) as his dummy. He inspired many to pursue Classics at university.

Frank was popular but treated warily in the staffroom. He administered the General Fund which meant that teachers came to him at break depositing cash and seeking cheques to pay for trips. Business times were limited and a system strictly enforced. When the staff car park was getting crowded, the Head asked him how more vehicles could be fitted into the area. He soon came up with a solution "Buy smaller cars." The staff had lunch separately from the pupils in the Medical Room which was being used for teaching purposes. Most of the men went to the second sitting. One day there were two portions of pie left and some wanted "seconds". Frank grabbed the larger piece. A fellow diner said "Frank, if that had been me I would have taken the smaller portion." His reply was "What are you worrying about; you have got the smaller piece." Often I caught the bus with him in the evening. Going upstairs he would light his pipe. Some of the pupils reacted by coughing and opening the windows. Frank's reaction was "It will sort the men out from the boys."

Someone universally respected was Steve Jones. He was a man of strong religious principles and offered much assistance to younger members of staff. He gave me a lift to School in the mornings for some years until I learned to drive and acquired a car. He was viewed as a "safe pair of hands" and had accumulated many responsibilities. Besides being Head of Biology, he was a House Master, in charge of Careers and also examination entries. We knew when we had done something to annoy him when he would address someone as "Chum", as occurred when I dropped a clock used in an examination room.

So for me there was to be a sudden transition from writing a post-graduate seminar paper on the "Neutrality of Money" to teaching eleven to eighteen year olds. I was to be a first year form master. To avoid the impression that my form was the top set, it was not called 1A but 1Z. I would teach them History. I also took two second year classes, 2L and 2K, the letters representing their form tutors, Miss Lowe and Mr. Knowles. I was entrusted with 4B, which was a group starting "O" level History and then a LVI and UVI Economics class with about ten pupils in each. My first ever lesson was to 2K on James 1 and the Divine Right of Kings. Two girls fainted. A minor part of the week was taken up with a General Studies lesson to the sixth form and R.E. to a group of first year boys. R.E. was a legal requirement and we had to follow the "Agreed Syllabus", presumably one decided on by discussion between various regional religious denominations. It involved studying parts of the Bible. It was with great relief when the decision was made to appoint a religious studies specialist to the school. My lessons, and I imagine those of others, had been pretty pathetic.

Dressed usually in a dark suit, wearing my academic gown and teaching History, I acquired the nickname "Benedict." It is almost impossible now for a teacher to appreciate what teaching was like in 1967. I was totally untrained. There was no National Curriculum but general guidance from Gordon Kilner about the topics to be taught. The History Department was pretty well equipped with modern text books. We had a

blackboard and chalk but no T.V., no videos, no overhead projector and of course no computer with access to the Internet. In the lower school we could teach more or less what we wanted. For examination purposes, of course, the syllabus had to be covered.

In junior History, much emphasis was placed on pupils working together and desks were arranged in clusters. Initially I found class management to be extremely difficult. How can I get the students working, allowing them to talk, supposedly about the task at hand, without this simply leading to idle chatter? In time I got the hang of it, but it did require the occasional clip round the ear. Minor violence towards pupils was generally accepted. A friend teaching at St. Thomas More Boys' School in Wigan always used to carry a cane. One lunchtime one of his colleagues resorted to caning the entire school.

I established good relationships with the sixth form, some of whom I remembered from my sixth form days when they were junior pupils. At the end of my first year of teaching all the UVI Economics pupils passed and some obtained very good grades. I had not realised that the average "A" level pass rate then was about 70%. For the most part my teaching had been in the General Science Prep Room, equipped only with chalk and a blackboard on an easel.

I was working as a probationary teacher and it was expected that someone would come along to determine whether my work was of an adequate standard. One day I was told that one of Her Majesty's Inspectors was in school. I met him briefly and explained that I was about to have a free period. He said that he could not stay and that was it. At the end of the year I was notified that I had passed my probationary year. No one from School, the local authority or any other body had seen me teach, apart from dropping in "casually" on the way to the stockroom. It was to be 1984 before my teaching was officially observed.

By that time my teaching repertoire had expanded greatly. I had taught "A" level British Government in one year to a small group of girls, some of whom wished to study Law and others who had found Physics not to be to their taste. To cater for second year pupils who did not wish to pick up a second language I had been involved in developing and teaching Environmental Studies. When there was a shortage of someone to teach Geography I taught that to my first year form, as well as covering History. I taught both Political and Economic History to "O" level and did a weekly lecture on economic aspects of "A" level Medieval History. I taught "O" level Law and Business Studies to "A" level. Although I had some background in most of these subjects, most of the preparatory work had to be done during the summer vacation. Providing materials for these subjects was not easy. If we wanted to run off copies for class use we had to make use of a Gestetner machine in the Office. This required typing on a wax-covered stencil which would be cut by the type face, thus allowing ink to pass through when placed on the machine. The printing was very poor. Some coloured illustrations could be produced by drawing on Banda sheets which gave off a distinctive smell. For many years no funding existed for teacher training; we taught ourselves. The number of non-teaching staff was negligible, consisting of the School Secretary and a part-time secretary; a Chemistry technician, the Caretaker, his deputy and the groundsman.

The report books filled in by staff had become larger since my Pupil's Journal. All staff comments were scrutinised carefully by Mr. Ellis who was highly skilled in detecting spelling mistakes. His normal comment was "Bring your pen Mr.....". In my case the fateful word was "persue". I was so annoyed that I searched the mighty "Oxford Dictionary" to determine whether this was an acceptable alternative to "pursue". There was a noun "persue", a trail of blood left by a wounded animal. A colleague who taught Physics had an interesting turn of phrase, writing about one pupil being "Slow to start on cold mornings." and of another "Has Potential Energy but not Kinetic." One lad, dissatisfied by his report and fearing the reaction of his parents, forged the entire document using different coloured ink. He went on to be a speech writer for Margaret Thatcher.

Teaching involved more than class-based activities. All the male staff had either to referee a number of rugby matches on Saturday mornings or travel with away teams and umpire cricket in summer. I took the second option. Various out of school activities required staff support. On Friday nights Departments ran discos open to all pupils and young people of the area in order to raise funds to purchase books and equipment. The organisers asked younger colleagues to come along to maintain order. Usually they were trouble free. In my four years away it had been decided to hold evenings for parents to come into School to discuss the progress of their offspring. At the end of these sessions, most of us went off to the Rose and Crown for well-earned refreshment. Presence at Parent-Teacher events was encouraged. It was at one of these I noticed the first manifestation of what would have been known as “women’s-lib”. The Headmaster had asked for some of the ladies to volunteer to provide refreshments at a function. A question was asked “Why not the men?” “Indeed, why not?”, said the Head. Staff were involved in dramatic productions; especially noteworthy was “Orpheus and the Underworld” in 1971.



Eddie Scholes as Pluto, King of Hades

In order to give new pupils some idea what to expect from their school, a new intake evening was organised. The Log Book for 18th June, 1968 notes “As an experiment, new children invited and obviously enjoyed the opportunity.” As a first year form master I had the task of showing a group round the School. I made sure that the tour took in the boiler room and I told them that this is where they would be sent if they were naughty. There was also a line drawn on the exterior end wall of the gym, used to indicate the height of a tennis net. I got them all to line up by this and said that if they were shorter than the line in September they would not be allowed into School. In general, such evenings were pleasant and the youngsters did not emerge too emotionally scarred.

Then, of course, there were the school trips. There were outings in school time. In History large numbers of pupils were taken to the cinema to view a number of major historical films. At the end of summer there were trips organised for most years. Often these involved travelling in the coaches provided by Mr. Foster whose garage was in Moor Road. He was very co-operative, only getting a little annoyed when pupils stuffed partly eaten sandwiches into the ashtrays. Fountains Abbey was a common destination with the first stop at Gisburn. Inevitably shortly afterwards we had to halt while a child discharged Tizer-coloured vomit. Eddie

Scholes took his Latin pupils to Hadrian's Wall, supported by other staff. One year a whole train was hired and several hundred pupils with staff went off to London for the day.

The foreign visits pioneered by Gordon Kilner continued, organised largely by Brian Jones (German.) My first experience of these was a trip to Koblenz in the company of Brian, Joyce Stephenson, Joan Dawson (later Morrith) and Mr. and Mrs. Green. Frank Green was a veteran of early trips organised by Gordon Kilner when he had acted as a rather uncompassionate medical orderly. The Greens and I went on several more with Brian. They usually involved sailing across the Channel then overnight travel to Germany making use of couchettes. From the mid 1970s Reg Latham, then Second Deputy Head, ran large-scale visits to Austria. For one of these, involving 120 pupils, I had the task of carrying and allocating the spending money. In 1979, Gerald Rickards, the Head of Art, arranged a trip to Venice, actually staying at Lido de Jesolo. The staff party consisted of Gerald, Mr. Ellis, myself and Jane Cunniffe (later Mrs. Conley). A delicate problem occurred on arrival since we discovered that the staff had been allocated two single rooms and a room with a double bed. Gerald, normally very easy-going, was insistent "I am not going to share a bed with Mr. Ellis!" Fortunately another room was found. Foreign exchanges were on-going which required pupils, perhaps no older than fifteen, to spend some time with a French family. In return the French pupils would be hosted by English families without, of course, any risk assessment or criminal record check.

Inevitably staff came and went, in some cases for retirement but generally for promotion elsewhere. Mr. Ellis' instincts were normally excellent and good members of staff were appointed. They did fail in June 1968 when a new Maths teacher was appointed. He was absent on the first day of the new year, not a good start. He claimed to play hockey to a high standard which Joan Morrith quickly determined to be false. Oddly he said that he had served in two branches of the Armed Forces. When absent for a few days he was asked to explain where he had been. He replied that this was impossible since he had been on secret manoeuvres. He left after a year, supposedly because a distant relative had left him a country house and estate in the Midlands which he was obliged to take possession of immediately. The Log Book states "Destination unknown!" but he had been tracked to St. Helens and was spotted some weeks later in a chip shop in Norley Hall. In 1970, Mr. Khan was appointed to teach Maths. He had a fascinating background. He had served in the Pakistani navy as an Engineering Officer and, on an arms-buying trip to Peking, had met Chairman Mao.

Staff	
Headmaster	Mr. H. B. Ellis, M.A.
Deputy Headmaster	Mr. G. R. Kilner, M.A.
2nd Deputy Headmaster	Mr. R. Latham, B.A.
Senior Mistress	Mrs. M. Allen, B.Sc.
Miss K. H. Ball.	Mr. D. Balmer, B.A.
Mrs. C. E. Connor, A.D.B.	Mr. A. Byrom, B.A.
Mrs. S. Daunt, B.Ed., A.T.C.L.	Mr. R. D. Corner, B.Sc.
Mrs. M. Derbyshire.	Dr. J. M. Courtie, D.Phil., B.A.
Mrs. H. G. Douglas, B.Sc.	Mr. G. K. Doran, D.L.C.
Mrs. J. Fletcher, B.Sc.	Mr. F. Green, B.Sc.
Mrs. B. Jesson, B.A.	Mr. B. Jones, B.A.
Mrs. J. Morrith.	Mr. D. M. Jones, B.A.
Mrs. A. M. Orrell, B.A.	Mr. S. H. Jones, M.B.E., B.Sc.
Mrs. A. Padley, B.A.	Mr. S. A. Melling, B.Sc.
Mrs. A. Roberts, B.Sc.	Mr. S. J. Moffat, B.Sc.
Mrs. S. F. Rothwell, B.Sc.	Mr. D. Morris, B.Sc.
Miss B. Simpson, B.Sc.	Mr. P. O'Leary, B.A.
Mrs. J. L. Sockett, B.A.	Mr. M. Peyton, B.A.
Miss J. M. Stephenson, B.A.	Mr. G. Rickards, A.T.D.,
Miss B. E. Worton, B.Sc.	D.A. (Edin.).
Mrs. M. Wynn, B.Sc.	Mr. C. M. Rowe, B.A.
Mr. E. Anderton, D.L.C.,	Mr. E. Scholes, M.A.
M.Coll.H.	Mr. R. Slinger.
Mr. D. W. Atherton,	Mr. W. Woodcock, B.Ed.
B.Sc. (Econ.) M.Sc.	



In 1973, another interesting character was appointed, Michael Peyton. Irish by birth he was what the Irish would refer to as a “spoiled priest”. He studied in Rome, where his lectures were in Latin, and then at St. Joseph’s Seminary in Up Holland, before abandoning his priestly training. He rolled up driving a DAF and wearing a white jacket. He taught R.E. and some History. His teaching style was eccentric but highly effective. After comments made to the full staff in Daily Orders about increasing graffiti, he required each member of his form to produce a map of comments on his or her nominated desk top. After each lesson he examined the desks using the master plans and so detected any sinner. The entire fifth year was entered for R.E. “O” level with a good pass rate. While back in Yorkshire at weekends he employed some of the lads of his form, led by “Jarvis” and “Tatty”, as gardeners. He is recalled with much affection at reunions of pupils from this era.

Finding accommodation for new, young members of staff was not always easy. Sometimes flats would be shared. Three young men rented a hovel above a chip shop in Frog Lane, Wigan, accessed by a ladder from the chip shop.



Section of the School Photograph, May 1974



As time progressed I came to be viewed as reliable and my classes did well in examinations. There was never any formal assessment of performance against Board averages or estimated grades although I am sure that these would have been looked at by the Head and his deputies. Pupils’ results were posted in the foyer for all to see. The overall examination results of the School were not published and it was viewed as highly unusual if any parent asked to see them. My main subject, Economics, proved popular. Numbers increased and an additional member of staff was taken on to teach it. I also became involved in helping Oxbridge applicants tackle the General Paper which was part of the Oxford admissions examination. Consequently I was promoted. One day I was asked to take over the duties of Careers Master which I agreed to do. Limited facilities restricted what was possible but I made an effort, in conjunction with the Careers Service.

Teaching in a grammar school was pleasant with few of the difficulties encountered in secondary modern or comprehensive schools. The pupils were intelligent, co-operative and generally wanted to learn.

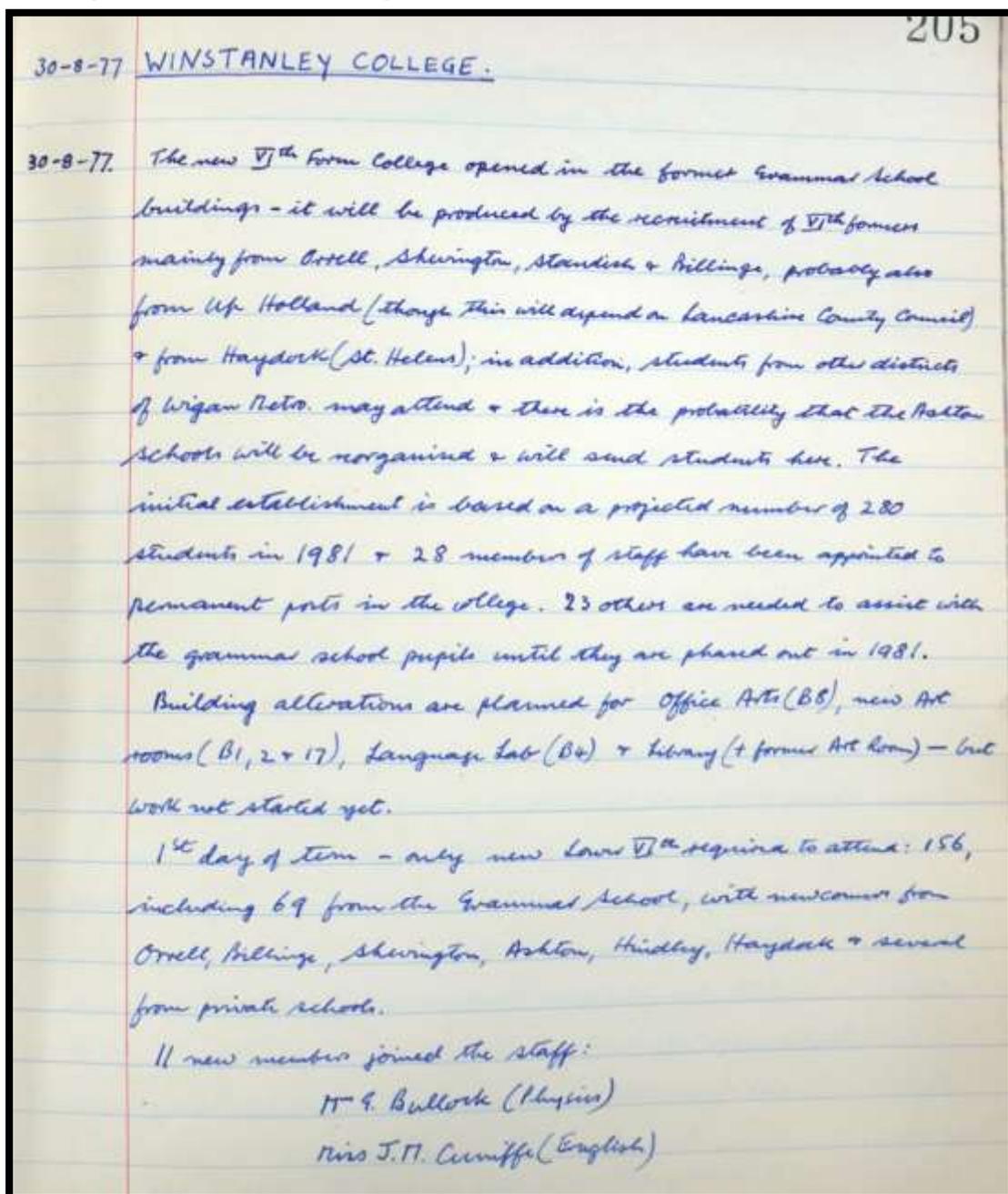


As several children came from the same families – the Longtons, the Chisnells and the Ratcliffes for example - we knew not only the pupils but also their parents. Junior and Senior Speech Days at the School provided a formal occasion to recognise scholastic attainment and gave staff a chance to dress up in academic finery. Then came local government reorganisation, taking effect on 1st April 1974. The School, with its 660 pupils, moved from the control of Lancashire to that of Wigan. The Borough saw itself as being in the forefront of educational change. Wigan Grammar School (for boys) had disappeared in 1972, becoming Mesnes High School. After a brief existence it eventually became the out-patients department of Wigan Infirmary. Wigan Girls' High School also closed to become Whitley High School and then a housing estate. I was told, by whom I cannot recall, that U.G.S. was spoken of as "that bloody place on the hill." Geographically there were difficulties. Our Winstanley Road site was at the extreme west of the Wigan Metropolitan Borough, near to the boundaries with both St. Helens and West Lancashire. It was by no means certain what structure of secondary education would be created within the Borough and how we would be affected. Obviously much discussion must have taken place amongst the senior staff within the School, between the School and the local authority and within the governing body. The only record which I have found, dating from October 1974, indicates the preference of the Governors for a middle school and senior high school system, with the second preference being a "junior college". It was the latter option which came into existence. The local authority then became quite supportive.

Such a decision, once made, had major implications in the western part of the Borough. If the School was to become a "junior college", later known as a "sixth form college", its "students" would have to come from somewhere. Our own pupils would feed into the sixth form for some years but this supply would dry up. There were local schools which did not have sixth forms but some did, notably Shevington and Ashton Grammar School. What was to happen to their staff and what was to be the fate of our teachers whose concern was chiefly lower-school courses? At the start of the new school year in September 1975 the Log

Book notes that there was a very large LVI, with 31 students coming from Shevington High School and 8 from Up Holland High School. Some of the cloakrooms along "B" corridor were converted to small teaching rooms. Considerable activity took place in 1976 to prepare for the switch to what was to be called "Winstanley College". The name "Upholland College" could not be used since that was a Roman Catholic seminary. The procedure for reorganisation was explained and all our teaching staff were interviewed to determine where they could be employed and what their preferences were. In the event, several of my colleagues decided that their career opportunities would be better served by moving to Abraham Guest High School. These changes were not to be implemented immediately. Staff numbers were reduced by retirement; in 1975, Frank Green had retired, followed in 1977 by another long-serving colleague, Stan Melling.

On the 30th August, 1977 Upholland Grammar School came to an end and Winstanley College was born and we had to get used to referring to our charges as "students" rather than as "pupils". This momentous day is recorded at length in the Headmaster's Log.



We had been told that once the junior pupils had worked their way through school/college the minimum number of students for a viable college was 280. Working on a staff/student ratio of 1/10, 28 members of staff had been appointed to permanent posts. I was "Pastoral, Scale 4". Oddly, Eddie Scholes, whose main teaching subject was Latin, became "Head of Modern Studies".

Reorganisation had not ceased within the Wigan area. Ashton Grammar School, a foundation even older than Upholland, lost its sixth form and became Brychall High School. Some of their staff came to us and the odd situation arose when, to maintain their status, there were "joint heads" of Modern Languages. In addition, some staff were moved to Winstanley from other Wigan schools which were struggling, for example, the Mesnes High School, Rose Bridge and Whitley. At the start of the 1979 academic year there were only fourth, fifth and sixth formers in College. There were 234 students in the LVI and 224 in the UVI, numbers vastly exceeding original estimates. Some of the large classrooms and stockrooms were reconstructed in order to create more small rooms. The "covered playground" was blocked in to create more teaching space. It was envisaged that "A" level set sizes would not be more than about fifteen. Four temporary classrooms were erected and I was housed in one when I taught a class of thirty five LVI Economics students for a term until reinforcements arrived.

The viability of the College depended on its ability to recruit students from high schools in competition with other providers, notably Wigan College. Liaison became a crucial activity. Introductory talks were given in high schools by Reg Latham, assisted by other members of staff. I was heavily involved in this but my role was just to sit there while he spoke. In response to his question "Isn't that right Mr. Atherton?" I would say "Yes Mr. Latham.", not very taxing. I did have a more active part after this initial contact, interviewing many potential students in their high school and offering advice about course selection. Students' final interviews were held in their high schools after they had received their exam results. The paperwork was brought back to College and class lists eventually produced, which were often error strewn. In time a better system was initiated with all final interviews taking place at College but this was a complex and time-consuming exercise before the use of computers.

In 1981 to our great surprise, Mr. Ellis announced his intention to retire. He was well respected by staff and students. By his drive, hard work and selection of competent people he had created an excellent grammar school and had managed its relatively smooth transition into a viable sixth form college. As to his replacement, the Director of Education decided that the person should be under the age of fifty, which excluded the two main internal candidates, Gordon Kilner and Reg Latham. Reg took this decision badly.



Gordon Kilner was to assume the role of "Acting Principal" until the 31st August by which time it was hoped an appointment would have been made. Steve Jones and Peter Fletcher took over pastoral responsibility for the UVI and LVI respectively.



On May 8th, 1981, Dennis Lavelle, M.A. was appointed Principal. He was an Engineering graduate, having studied at Queens' College, Cambridge. He had been Head of Maths at St. John Rigby College before becoming Vice Principal at Pendleton College, Salford. Mrs. Allen, who had been Senior Mistress, retired at the start of 1982, and Mrs. E.P. Briddon was appointed as Third Vice Principal.

The initial phase of Mr. Lavelle's Principalship was not easy. He made it clear that Upholland Grammar School had ceased to exist and that Winstanley College was a totally different institution. The plaques commemorating the work of Abraham Guest and the donation of the site by Squire Bankes were removed and discarded, as was the War Memorial Tablet. I managed to obtain the plaque marking the opening of the School on the site in 1954. Staff who had played a key

role in the time of Mr. Ellis certainly felt that we were "yesterday's men and women". The culture of the establishment had changed considerably. Eventually a meeting of the Principal, senior management and some long-standing staff was held at the Old Dog in Up Holland in order to "clear the air". Relations improved. Mr. Lavelle was a person of much energy and ability and was a most impressive public speaker. He did much to raise the national profile of the College. He was well supported by his three Vice Principals. They were very different characters but had complementary abilities. An unknown "chronicler" reveals some tensions and pressures within the management group..."*Our lyfe is as befette with papers of so many divers hues as is a whore's chamber with shiftes of manie defigns...Our Leader's court if fulle of verifiers, mountebanks, silken-tongued drama-mongeres, forked-tongued muficianes and fuchlike...we myghte as well plough wyth dogges as seke to knowe his intente*". As to "ye Commoner sorte" the Principal came to realise, I feel, that he had taken over a group of teachers who were highly competent in their duties.

In the meantime the College was becoming more popular. The Log Book entry on 1st September, 1983 states "College is as full as it can possibly be. Without major rebuilding I do not think we can take any more students." My own department was expanding, with over fifty students a year taking Economics, and Business Studies was about to be introduced. In 1984 we were told that there would be an Inspection of College carried out by the Department of Education of Science. This was the first one the institution had faced. It was during this process, in December 1984, that someone actually watched me teach. It had taken seventeen years for this to happen.

The Report, running to sixty-four pages, gives a very clear account of how the College had developed and the standards which it was attaining at the time. In his Log Book, Mr. Lavelle wrote that he was "Extremely impressed by the thoroughness and perceptiveness of the analysis." The College had 819 students on roll, having grown rapidly from the 572 present in 1982. 53% of students were female. 67% of those entering in 1983 had obtained five or more grades A-C in "O" level examinations or Grade 1 in the Certificate of Secondary Education. 46 students were taking non-"A" level courses but the great majority were taking two or more "A" levels. The College was oversubscribed. 207 students applied from non-Wigan schools and about 80 of these were admitted.

Comment is made on accommodation. There had been considerable additions to the buildings since 1980 with a new art block, music suite, physics and geology laboratories. The labs had been built on the quad and joined the two physics labs built in 1972. The art block was near the metalwork room and the music suite was on the grassy area outside the old music room. The music suite was opened by Dame Isobel Baillie, a close friend of my great-aunt. It won an architectural award and consequently had a leaky roof. The gym had been converted to a library and a sports hall was due for completion in 1985. It too was to have a leaky roof. The staff were to take over what had been the original library and art room. The staff suite was to include a work room, a social area, a smoking room and a kitchen. Next to it was the reprographics room. The

students' main social area was "the pavilion". The dining room had been extended. This had been a major undertaking since several weeks were spent pumping "grout" into subterranean cavities connected with one of the three mine shafts known to be on the site.

Resources were thought to be generally good. Audio-visual aids were co-ordinated by a technician. There were computers in the computer room and a number of micro-computers which operated on a network. One of these was used in the office and held student numbers and course choices on file. Plans were afoot to expand computer provision. Funds were allocated to departments based on a formula agreed by heads of department. The new library in the former gym was praised.

There were sixty nine members of the teaching staff who, on average, taught 77% of available periods, giving them time for marking and preparation. Nineteen of the staff were formerly at Upholland Grammar School. The average size of all teaching groups was 13.7, "this represents an economical use of staff". Comment is made on technician support – "adequate in science", in-service training and staff development. Many teachers provided a range of extra-curricular activities. The college was effectively led with a good system of meetings for sharing information.

Information on "Academic Organisation" is particularly interesting in the light of what was to happen in subsequent years. "There are no academic entry requirements for admission to the college". The college did not aim to provide the full range of educational courses and examinations for all potential students. "The college's policy is to provide, in the main, for two major groups of students – those whose target is to take three, or possibly four, subjects at "A" level; and those enrolling on one-year "O" level courses, some of whom proceed, subsequently, to "A" level courses." There were twenty eight "A" level courses available. It was college policy that between 75-80% of each student's timetable should consist of taught periods. This meant that most students took an "O" level in addition to their "A" levels. There were thirty five "O" levels on offer. Thirty teachers were involved with liaison with high schools. On arrival, students were allocated to one of fifty-two mixed year tutor groups. Tutors saw their groups for a fifteen minute mid-morning session which seemed to be too short for all tasks to be completed. In 1983, 60% of those leaving proceeded to higher education and about 14% to colleges of further education. A quarter of those leaving sought work.

Teaching and learning was the key aspect examined. "Relationships between students and teachers are excellent throughout the college.... The teaching is characterised by an authoritative grasp of the material but it sometimes gives too little opportunity for students to exercise responsibility for their own work and learning..... Teaching does not always differentiate sufficiently between the individual needs of students..." As regards examinations "Performance in external examinations is satisfactory". The overall conclusion of the Inspection was that "The college has successfully completed its transition from grammar school to sixth form college....The college is effectively led, has developed sound policy and planning structures.... Winstanley College can move forward with confidence to the next stage of its development..."

The thirty years since then has seen a marked expansion in student numbers, incessant building work and the systemisation of administration. Winstanley's reputation grew to such an extent that, in 2012, it was named by the Sunday Times as "Sixth Form College of the Year." It was no longer regarded, in the words of a former Director of Education, as "a pimple on the backside of Wigan".

My status changed to Senior Teacher in September 1986 after the retirement of Mrs. Wynn. She was a patient and highly skilled teacher who had taught me Maths. The range of activities in which I became involved widened. I came to take control of Oxbridge admissions, became Health and Safety Co-ordinator, assumed responsibility for Data Protection, headed General Studies, managed "enrichment" courses, was in charge of timetabling and acted as Quality Manager, working with a very thorough Vice Principal, Eileen Briddon. The whole emphasis on Quality and its assessment came as a consequence of the availability of computer-based information and analysis. It became possible to assess "value-added"; "A" level

performance in relation to prior attainment at G.C.S.E. level, and to do this at a departmental and tutor level. College became one of the leading “A” level teaching centres in the country.

I functioned for most of this period as a de facto Assistant Principal but was not known as such. With other members of staff who had moved up to senior promoted posts I sat on the College Development Committee. This had imprecisely defined functions, offering counsel rather like the Witan of Anglo-Saxon England. We experienced men and woman discussed with the Principal and Vice Principals major issues affecting the College. On two occasions I was asked to serve for a term as Acting Vice Principal.

The first time that I assumed these duties was in Autumn term 1986, sharing the task with my fellow Senior Teacher. This had been necessary following the retirement of Reg Latham and a term elapsed before an external successor, Steve Wood, was in place. The second occasion followed the most traumatic period of the College’s history.

In 1992, the funding of the College came under the control of the Further Education Funding Council (F.E.F.C.), which operated until 2001. A funding formula gave the College its income, based on the number of students entering, the number remaining at designated times of the year, the nature and level of courses followed and examination passes gained. The formula could be made more or less generous over the years. Funding pressures meant that the College had to expand its student numbers and raise average class sizes. This was done with reluctance. A quirk in the funding formula was spotted which allowed College to finance the conversion of what had been the Second Team Rugby Pitch into a massive car park. A 1995 Inspection carried out for the F.E.F.C. graded most areas, including Quality, as Grade 1. Departmental clusters scored 1s and 2s on a five point scale. This meant that in all areas, “strengths clearly outweighed weaknesses”, with the exception of accommodation. Enrolments had increased by 32% since 1990 and the number of students on roll was 1,147, with approximately equal numbers of males and females.

From 1995 onwards funding was tightened considerably and drastic action had to be taken. Senior Management and the Governing Body decided that staff reductions were required. Those remaining would take on an increased teaching load, with the ending of time allocated for preparation and marking. In the event I believe that twenty three posts disappeared. The nature of the redundancy agreements was such that, on a last-in-first-out basis, it was the younger members of staff who lost their posts. Having made these difficult but essential decisions, Dennis Lavelle and Eileen Briddon took retirement packages. They departed, not because of any lack of courage in coping with the new environment, but because it would have been foolish to refuse to make use of the scheme available. Consequently in September 1997, until a new Principal was appointed, the remaining Vice Principal, Steve Wood, took on the position of Acting Principal and I served as Acting Vice Principal. Staff rallied round and gave us great support in difficult times.

The person who took over in January 1998 was Kevin Watson. A Cambridge graduate in History with a blunt approach, he saw himself very much as a “head teacher”. Enormous emphasis was placed on the craft of teaching and he made it his business to observe the work of each member of staff. His idea was that the College should be a “learning organisation”, involving all staff and students in decision making and policy planning. He was extremely popular with most members of staff, both teaching and support. In the 2004 Inspection, six curriculum areas were judged to be “Outstanding” and one “Good”. Teaching and Learning and Management were “Outstanding”. At that time, the College was running an evening programme for adults but this was of short duration. Full time students numbered 1,623. Sixty percent of the intake was female; ninety nine percent of students were taking “AS” and “A” level courses.

From the end of August 2006, I relinquished my senior management duties and continued in employment as a part time teacher of Economics. The departure of Kevin Watson for London in March 2005 had meant another change in Principal. Steve Wood had no desire to take on the post until he judged that the calibre of

the applicants was so poor that the well-being of the College was threatened. Consequently, he applied for the post and was appointed. Mel Chadwick succeeded him as Vice Principal.

In 2007 the College was again inspected. Adult provision had then ended and the assessment was made that the College was "Outstanding" in all respects. The following extracts from the Report will give some impression of the superb institution which Winstanley had become:-

"GCE A level success rates have been maintained at or above a very high national average.... most students achieve higher grades than those predicted from their GCSE results.....

Teaching and learning... The very high standards reported at the last inspection have been improved upon.... Lessons are meticulously planned. Substance is never overshadowed by presentation... Teachers are very enthusiastic and students enjoy their lessons.....

Students' personal development is exceptional.... An extensive, interesting and impressive range of enrichment activities is provided. Personal and pastoral support is exceptional.... Leadership and management are outstanding. Teamwork throughout the college is excellent and communications are exemplary. Staff and students are highly motivated to succeed. Staff are well qualified and are highly valued and well supported by managers. Equality of opportunity and social and educational inclusion are outstanding."

1812 students were taught in classes generally of over 20, as compared with the average of 13.7 in 1984.

Considerable changes had taken place in relation to admissions requirements and the curriculum offered since 1984. As student demand for places had increased, the decision was made to concentrate purely on "A" level courses. "Exciting educational developments" were viewed with great caution. Excess demand led to a move towards the introduction of higher entrance requirements. I produced a paper which set out the likely impact on subject take-up of introducing a 5 Grade B entry requirement. As GCSE points needed for entry were greatly increased, so did the College's popularity. Students were being drawn from a catchment area extending from Chorley to Warrington, Salford to Ormskirk. About sixty percent of the intake was female. Doubts were growing about whether we were actually meeting the demands of the local community. Aided by the new structure of courses, with the creation of AS followed by A2 examinations, plus the opportunity for multiple resits, pass rates at "A" level reached 99%.



The site in 1995

In 1995 mobile classrooms abounded. Major structural changes were needed to cope with the mushrooming of student numbers. The gaps between "B" corridor classrooms and "B" corridor were filled in to create I.T. rooms. In 2000 a Media Block was built and a new floor added to it in order to accommodate Maths. A new

Art and Psychology block was constructed in 2003 and a “conservatory” was built to improve catering provision. In 2004/5 an extension was built joining the Dining Room to the Library (originally the gym). This provided a new staffroom and teaching rooms for English, Politics, Law and Sociology. The last three of these were additional subjects designed to broaden the options open to the student body.



The site in 2005

The 2007 Inspection report, although glowing in general, did comment on the lack of changing facilities for Performing Arts students. A fairly modest building scheme was proposed to remedy this and government financial assistance was sought. This was not forthcoming but, if a programme was devised for the complete re-building of the College, major funds would be made available. From 2008 much time and treasure were expended on producing a plan for a totally new building to be erected, on what was the car park, at a cost of about £30m. A major obstacle was the local authority’s initial line that, for environmental reasons, there should only be car parking places for sixty cars instead of the four hundred then existing. This was modified to raise the limit to two hundred. Even with the improved provision students and staff would have had to park half a mile away which would have discouraged applicants. Eventually the funding body decided that it did not have the cash at its disposal after all. The “New College” plan was scrapped in 2010.



The site in 2013

Redevelopment of parts of the existing structure then got underway. A Media/Performing Arts Block was built in 2001/12 replacing the “new” Music Block. The water tower, for many years a local landmark, was demolished. Its height was important since this determined the maximum height of the new construction. In 2013 the old gym, which had become the library, and the science buildings on the quad were removed. A new block was established to create a resource centre/library, more labs, and tie in with the original science corridor. College has also been re-roofed and a bus-loop constructed. Building works since 1993 have cost about £14m. A person visiting College in 2014 who had left in 1981 would recognise only the Hall, now called “The Theatre”, and “A” and “B” corridors. “B” corridor’s modest height causes problems to the current generation of students. Tall young men have to duck to get through the doors. In Spring, when lads start to frolic, virtually every year a “persue” may be seen, emanating from the head of a lively youth who has bumped his head on a low beam.

The first computer in U.G.S. appeared in the mid 1970s tended by Hilton and Wallace. It was on a trolley, had no screen and was connected to Wigan Tech. Now large sections of the college are given over to I.T. equipment and there are almost a thousand computers available. Almost all teaching rooms have electronic Smart boards, allowing the projection of diagrams, text and internet material. It is perhaps in the area of reprographics where the most spectacular changes have been made. Crude methods have been replaced by the ability to produce annually over five million copies, all of very high quality.

The most recent of these changes have occurred since the end of my official employment in College. In 2009 I developed Lupus, a mysterious disease which caused me to become seriously ill. After six months absence I decided that it would be unfair to risk harming the education of a new group of Economics students and I retired, aged sixty four. I had completed forty-two years of teaching.

At the time of my departure, College had yet another Principal, Jo. Bailey. She had been appointed at the retirement of Steve Wood in December 2008 and remained in post until August 2013. With the retirement of the long-standing members of senior staff, several of whom were appointed by Mr. Ellis, women have assumed senior posts in most areas of College. A distinct “cultural change” has occurred. The recurrence of financial pressures has led to a reshaping of the senior management team. Instead of the former broad structure involving some staff who spent most of their time teaching, there is now a narrow group consisting of Principal, Vice Principal, two Assistant Principals and a Director of Finance and Resources.

Life for students in College now bears little resemblance to that experienced by sixth formers in the days of U.G.S.. They are together for only two years unlike the seven year cohabitation of their predecessors. They number almost two thousand, coming from a radius which exceeds fifteen miles. Any one of them will know only a small percentage of their fellows. Many make their journey by car rather than relying on public transport. The majority have some form of part-time job which gives them a disposable income far greater than we could have imagined. Informality rules. Their dress is casual and they refer to members of staff by their first names. Great care is taken of their well-being, students having not only a personal tutor but also a counsellor and nurse on the premises. They have to be “safeguarded”, being sealed into a secure environment by electronic locks. Opportunities are provided for cultural and educational visits in distant parts of the world which are carefully risk-assessed. Account has to be taken of different “learning styles” and many students are deemed to require “extra-time” in examinations. Males are outclassed by females in terms of grades achieved and acceptance on the most demanding degree courses. The work of teachers is closely monitored by periodic inspection and scrutiny of examination performance against national norms. The College is high in league tables of examination grades and “value added”. A massive difference between what exists now and what went before is the lack of younger pupils. In recent years the College has taken steps to promote and foster Abraham Guest Academy and it is interesting to note that, by accident or design, the uniform of its pupils bears a striking resemblance to that of the Grammar School.



Baroness Ashton, seated, third from left

At periodic re-unions of former pupils of U.G.S I am struck by the great affection displayed towards the School and its teachers. They consider themselves to have been very fortunate to have had the opportunity to attend a small, mixed grammar school, in a semi-rural setting which could and did become a real community. It is always fascinating to see how their lives have progressed over at least thirty years. Some who showed great promise, and to whom the gods appeared to have given every blessing they could bestow, have fallen by the wayside. The very intelligent and conscientious have found their niche in spheres such as medicine, accountancy and law. "Naughty boys" have proved to have considerable entrepreneurial skills. The outstandingly bright have become professors with a national and international reputation. Even those we considered to be of modest ability have managed to carve out successful careers and have prospered. Individuals have moved in directions which could never have predicted, one becoming a well-respected rock-climber and another, if reports are to be believed, having been a spy. Which of her contemporaries would have believed that Catherine Ashton would become Baroness Ashton of Up Holland, High Representative of the European Union for Foreign Affairs and Security Policy? All of those who went to U.G.S. were considered to be the best of the bunch at the age of eleven so their positions now are perhaps unsurprising. The School provided a means for those who, like me, were from a humble working-class background to rise rapidly up the socio-economic ladder.

Although officially "retired" I still enter Winstanley College frequently, providing tutorials in Economics and carrying out mock interviews. Occasionally I am asked to recall past events, most recently about whether the college has ever had a ghost. College does provide an excellent education for its students and it puts considerable resources into "enrichment activities". The achievements of many of its young people are humbling. The current Principal, Louise Pilling, is keen to portray the college as a development of what went before. No matter how she or anyone may try, the community that was Upholland Grammar School cannot be re-created; society has changed too much. Quoting again the comment of Mr. Maggs written in 1953:-
 "I am confident that in this new home the school will go on from strength to strength. It will be known throughout this land and others, wherever its sons and daughters roam, as a place of high standards of scholarship and staunch character building."

His confidence was well-placed. I am proud to have been associated with the School and Winstanley College for so many years. I hope that I have played a small part in its success, and in realising Mr. Maggs' vision.

I wish to record my thanks to:-

Mr. G.R. Kilner, former Deputy Head, Vice Principal and Acting Principal, for comments on the initial draft, and additional information on the period from his appointment to retirement in 1990.

Dr. Allan Miller, with whom I have discussed his time in the "old school" and as a pupil and teacher in the School on the Winstanley Road site.

Mr. S.J. Wood, former Principal, for suggested improvements to a preliminary draft.

Mrs B. Black, (née Painter) for permission to use her photograph.

Mr. C. Edwards, for information on, and photographs of, the development of the College site.

Mr. M. P. Peyton, for comments on content and for acting as proof reader.

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The archives of Upholland Grammar School held at Lancashire Archives, Preston.

Note on the archives held at Preston.

The Upholland Grammar School archives held are considerable.

DDL/2/162 is a large bundle of 96 documents relating to Upholland School from the period 1616 to 1805. They include deeds, grants, bonds, the appointment of Trustees and, most interestingly, a list of rules for masters and scholars. They are very hard to read.

DDX 491 is a collection of legal deeds for Upholland Grammar School.

DDX 305 ACC 1087. This is a "box" of materials which I arranged to be deposited in 2007. This is a huge collection ranging from Admissions Registers, Inspection Reports, minute books, records of visits, examination results, Sports Day programmes, Speech Day programmes, the Head Master's Log Book... covering a period from the early twentieth century to the first decade of the twenty first century. Because of Data Protection issues, access to some of this material is not made generally available.

DDX 1537. A virtually complete collection of Magazines deposited by Miss Olga Sinclair. She and her sisters attended the School in the early twentieth century.

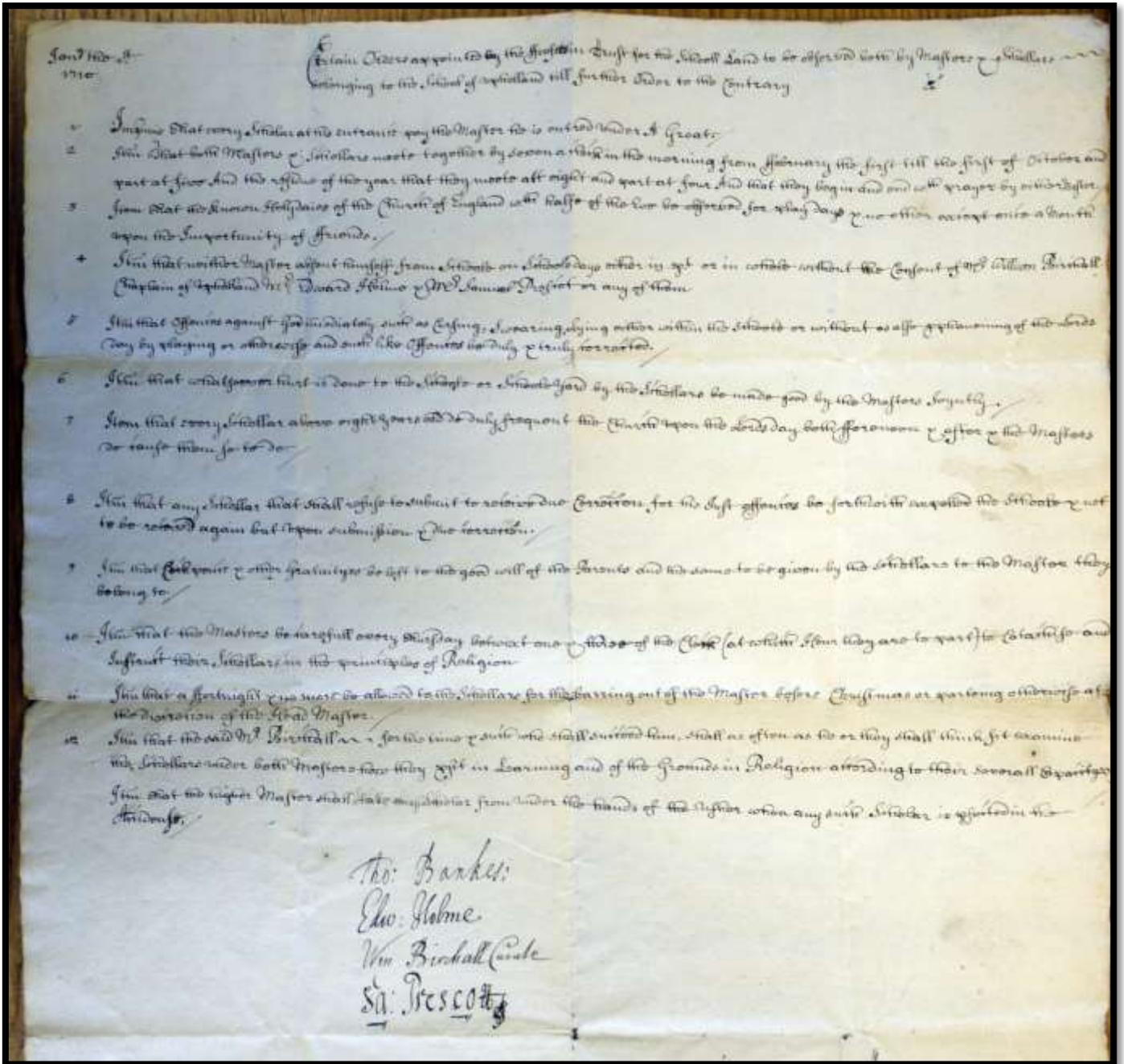
Very little has been deposited relating to Winstanley College.

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A Gallery of
Documents
and
Photographs

1710 restatement of School Rules dating from 1661.



4 April 1661

Certaine Orders appoyntted by the feofees in Trust for the Schoolelands to bee observed both by Masters and Schollars belonging to the Schoole of UpHolland till further Order to the Contrary.

1. Impmis That every Scholar att his Entrance paye the Mr. he is entered under A Groat.
2. Itm That both Masters and Schollars meete together by Seaven a Clocke in the morning from February the first, till the first of October and parte att five. And the residue of the yeare that they meete att Eight and pte att foure. And that they begin and end wth prayer by either Mr.
3. Itm That the knowne holly dayes of the Church of England with the halfe of the eve bee observed for playe dayes and noe other, except once a Month upon the importunity of frends.
4. Itm That neither Mr. absent himselfe from the Schoole on schoole dayes either in pte or in whole whout the Consent of Samuell Boden Rector of Holland, Mr. Bartholomew Holme Laurance Eaton of Upholland or one of them.
5. Itm The offences against God immediatly such as are Curseing, swearing lying either wthin the Schoole or without As also prophaneing of the Lords daye by playing or otherwise and such like offences be duely and truely Corrected.
6. Itm That what hurt soever is done to the Schoole or Schoole yord by the Schollars bee made good by the mastrs ioyntly.
7. Itm That every Schollar above Eight yeares old doe duely frequent the Church upon the Lords daye both forenoone and after and the Mastrs. doe cause them soe to doe.
8. Itm That any Schollar That shall refuse to submit to receive due correction for his iust offences bee forthwth expelled the Schoole and not to bee received in againe but upon Submission and due Correccion.
9. Itm That Cockepence and other Gratuities bee lefte to the goodwill of the parents and the same to bee given by the Schollars to the master they belong to.
10. Itm That the masters bee carefull every Thursdaye betwixt one and three of the Clocke (att wch houre they are to pte) to Catachise and instruct there Scholars in the principalls of Relligion.
11. Itm That a fortnight and noe more be Allowed to the Schollars for the barreing out of the mastr, before Christmas or pteing otherwise att the Discretion of the headmaster.
12. Itm That the said Mr. Birchall (curate in charge at Upholland) for his time and with those who shall succeed him shall, as often as he or they think fit examine the Schollars under both Masters how they profit in learning and of the grounds in Religion according to their severall capacities.
Itm That the higher Master shall take any Scholar from under the hands of the Usher when any such Scholar is pfected in the Accidense.

.....

Surname *Coz.*

Christian Names } Charles, Henry.

Style { Mr. }
 { Mrs. }
 { Miss }

1. Date of Birth.	2. Date of appointment on probation.	3. Date of definitive appointment.	4. Date of leaving.
Dec. 25th 1871.		Sept. 24th 1907.	13 December 1931.
5. Schools and Colleges at which educated, with dates. State names and types of institutions.		6. Particulars of Public and University Examinations taken, and certificates and degrees obtained, with dates.	
Chudleigh Church School. 1875-1884. Exeter Halse's School. 1884-1885. Paignton Private. 1885-1889. Royal College of Science 1900-1902.		B.Sc. (London) 1903. <u>Internal</u> L.C.P. about 1893. Royal Coll. of Science Part I. Chemy. 1st Class. " Physics " " Astronomical Physics 1st Class.	
7. List of teaching posts held, with dates.		8. Particulars of training in teaching, if any, and certificates or diplomas obtained, with dates.	
Paignton School. 1889-1894. 5 years. Wymondham G.S. 1894-1895. 1 year Odihm G.S. 1895-1897. 2 years. Ware G.S. 1897-1898. 5 Terms. Thame G.S. 1899-1900. 5 Terms. Tottenham G.S. 1903-1907. 4.2/3 yrs.		9. State external teaching or official work undertaken, if any, in addition to duties in the School.	
10. Special subject or subjects.	11. State principal duties assigned, and subjects taken. (Any subsequent changes and their dates to be indicated in red ink.)		
MATHEMATICS. SCIENCE. GEOGRAPHY.	Headmaster. Maths. Maths & Geography, Singing . <i>Sext 109</i> General organisation of curriculum.		
12. Total annual emoluments.		13. Particulars of retiring allowance, if any.	
Salary, with scale, if any. <i>At present, the balance left after paying salaries from County Grant & Fees.</i> <i>£250 home Sept/09</i> Capitation Fees, if any.		<i>£400 home (1918)</i>	
Estimated value of board and lodging if given as part of emoluments. <i>Increase of £50 from Sept/11</i> <i>Apr. 1919. £625. Scale 25</i> <i>N.B. Next increment Sept 1919 Max. £750</i>		14. Post, if any, taken up after leaving the School.	

Salary as from April 1920 = £750 Sept 1920 £800

The staff, 1944-45



Edith Lawson W. R. Seale P. Gerrard
A. C. Fair
Grace M. Goode W. John
W. W. Wainwright F. B. Smith
D. J. Peun W. Gristant
R. J. Naggs M. Homodes
W. Warren O. M. Johnson

UP HOLLAND GRAMMAR SCHOOL.

BOY'S UNIFORM.

A boy entering school requires:-

1. School cap and tie.
2. Grey flannel trousers and school blazer.
3. Shirts – white or grey.
Lumber jackets, fancy trousers, shirts of striking patterns will not be allowed. Pullovers must be grey with one red stripe as a border or plain grey (V-necked pattern only)
4. Gym and Sports equipment.
 - a. 1 pair white gym shoes (black soles should be avoided)
 - b. 1 pair white socks.
 - c. 2 pairs white shorts for gymnastics.
 - d. 1 rugby jersey.
 - e. 1 pair rugby stockings.
 - f. 1 pair rugby boots.
 - g. 2 towels.

The rugby stockings should be red and black hoops.

The rugby jersey 2½" hoops alternate red and black, with white collar.

For the Summer Term the following additional equipment will be required:

2 white shirts.

Pair of grey trousers.

5. A proper bag or case in which to carry books.
6. A black or khaki coloured overall, smock or apron is advisable for wearing when doing practical work in the laboratories or workshops to protect the clothing from chemicals, oil etc.
7. There are adequate facilities to keep all personal belongings in safety, and also for the drying and airing of wet clothing.
8. All garments, shoes, etc. MUST be clearly marked with the owner's name.

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Blazers, caps, ties, pullovers and rugby stockings can be obtained from Messrs. Battye, 80, Market Street, Wigan, Messrs. Heaton, 761, Ormskirk Road, Pemberton, and Messrs. Slater's, 32, Makinson Arcade, Wigan.

(Transcribed from an original duplicated sheet dating from the 1960s.)

Boys' Sport



Girls' Sport



The last pupils to pass through Upholland Grammar School

<u>Form 5F (Mr. Fallon)</u>		<u>Form 5B (Mr. Brown)</u>	
BARLOW Steven		✓ BERRY, Derek A.	
BIRKETT Adrian		✓ CAFFREY, Jonathon A.	
BOOTH Jeffrey		✓ FILLINGHAM John.	
✓ FULLER Andrew D.		✓ GEE Andrew John	
✓ GREGSON Stephen		✓ HEATHERINGTON Ian	
HART Christopher Derek		JOHNSTON David George	
HUGHES Simon J.		LITTLER Ian Philip	
✓ LEE Jonathon Peter		KEARSLEY Anthony	
✓ MACKAY Wm. Alexander		✓ MARTIN Paul	
✓ METCALFE David		PATMORE Mark Andrew	
✓ MORTON Russell		PRYTHERCH Ian	
✓ NEWMAN Timothy John		RUDDUCK Adam Thomas	
OLDFIELD Andrew Carl		✓ TUZIO Karl Antony	
✓ PRESCOTT John C.		✓ WILLIS Alan	(14)
ROBINSON David Ian			
TALBOT Ian A.	(16)	✓ ATKINSON Karen Jean	
		✓ BOARDMAN Helen Ruth	
AITCHESON Linda Karen		BROOK Jill Susan	
✓ BESSEY Caroline Lesley		✓ CLARKE Denise	
✓ BUCHANAN Ann		✓ DOWN Elizabeth A.	
DOWARD Susan Jane		✓ FOSTER Victoria	
✓ EBY Kathryn Jane		✓ HALL Jacqueline	
✓ GOULDING Sandra Janette		✓ HEYES Tracey Lee	
HARRISON Susan Mary		✓ LEA Janice	
HURST Alison Jane		✓ MORGAN Helen Jane	
✓ HELLING Louise		FENNINGTON, Lindsey	
RICKARDS Alison Kay		✓ SCOTT Elizabeth S.	
✓ SHIRLEY Kathryn		✓ SIMONS Deborah Tracy	
✓ STONE Diane Jane		✓ STAINES Janet L	
✓ TICKLE Gail Yvonne		TAYLOR Sarah E.C.	
TURTON Jane Elizabeth		✓ TOPPING Kathryn Anne	
✓ WARWICK Fiona Helen		✓ UNSWORTH Sarah	
✓ WILLIAMS Sonia Kay		✓ WHALLEY Michelle	
✓ YATES Gillian	(17)	WOODS Rachel	(19)
<u>Form 5S (Mr. Smalley)</u>			
✓ BANKS Christopher		✓ ASPINALL Jill	
BLACKHURST Derek		✓ CUNLIFFE Hayley Sue	
CROWTHER Michael John		✓ FINCH Gillian A.	
FOSTER Keith		✓ GLEAVES Janet	
✓ GLOVER Richard		HARRISON Rosalie M	
✓ LYON Philip John		HITCHEN Carol Jane	
JORDAN Peter		✓ MASON Janice	
✓ LE-DREW Stephen George		✓ OLLERTON Anne	
LITTLER Mark Stephen		✓ OWEN Penelope Jane	
MELLING Wm. Anthony		SHEPHERD Sandra	
✓ MITCHELL Simon Andrew		SINGLETON Catherine M.	
RATCLIFFE Garry David		✓ STOCKLEY Ruth Angela	
ROGERS Gary Mark		✓ THOMPSON Cathorine J.	
✓ TWIST Wm. Andrew	(14)	TURNER Janet	
		✓ UNSWORTH Wendy	
		WHITEHEAD Yvonne P.	
		✓ WRIGHT Hilary	(17)

