

A NEW FUTURE FOR
EMBLEY PARK AND THE ATHERLEY SCHOOLS





Embley Park School



The Atherley School



A New Future for **Embley Park and The Atherley Schools**

Foreword: Lord Carey	Page 2
Introduction: Mr David d'Arcy Hughes	Page 3
Mrs Maureen Bradley	Page 4
Mr David Chapman	Page 5
1. United Church Schools Trust	Page 6
2. A Little History	Page 7
3. The Need for Change	Page 8
4. The Way Forward	Page 9-10
5. Teaching and Learning	Page 11
6. Admissions and Fees	Page 12
7. Governance	Page 12
8. Managing Change	Page 13
9. Consultation	Page 13



Foreword: Lord Carey

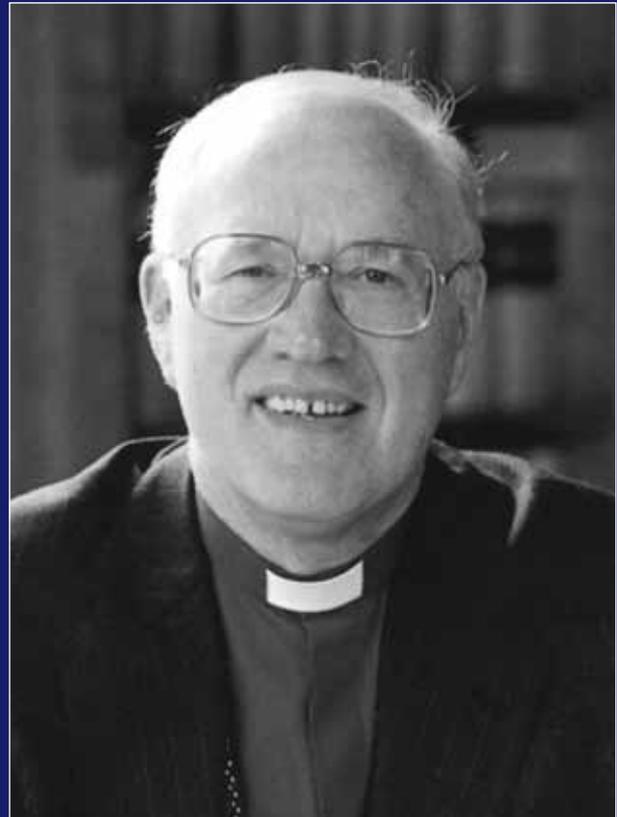
The Atherley School and Embley Park have provided generations of young people with an outstanding education. Both schools, rooted in the Church of England, pursue spiritual values and have a tradition of high standards which challenge young people, not just academically, but in all areas of their development. This ensures that every child has the opportunity of finding out about themselves, discovering talents they may not have realised they possessed and creating friendships and relationships which will enable them to grow with confidence into adult life.

In order to maintain these standards, United Church Schools Trust (UCST), which runs The Atherley School, like the Governors of Embley Park are always looking for ways to develop the quality of education they offer and are alert to the need for constant improvement and investment in teaching and learning.

Part of our responsibility is to make thorough assessments of the educational context within which all schools operate, and our own schools in particular. When looking at the position of these two schools within that environment, we felt that the moment was now right for both schools to be members of one overall organisation. It is therefore with great pleasure that we welcome the whole community of Embley Park into United Church Schools Trust. We have all agreed on this move with the intention of seeing how best the two schools can help each other to become a major educational force in this part of Hampshire.

There are a number of different ways in which these two schools could grow stronger together and we discuss these in this brochure. Our preferred option, which would create a strong, long term solution, is to integrate the two schools. However, we wish to consult you, our parents and staff, on how the different alternatives could be developed to fit the pattern of education you think is best for your children.

As she says later in this brochure, Maureen Bradley will be retiring in August 2005. She has achieved much and



we are already greatly in her debt for what she has done as Head of our schools at both Lincoln and at The Atherley. In appointing David Chapman to be Head of both Embley Park and The Atherley following her retirement, we are emphasising the way in which we are looking for very close co-operation, or even merger, between the two schools. Outstanding leadership is the key to meeting any challenge and so I take particular pleasure in endorsing the appointment of David as Head of both schools from September 2005. He has already led Embley Park through a period of considerable growth, into co-education and brought into the school a junior department through a successful merger. He therefore has the skills and experience which we need and I am delighted to welcome him into the family of United Church Schools Heads.

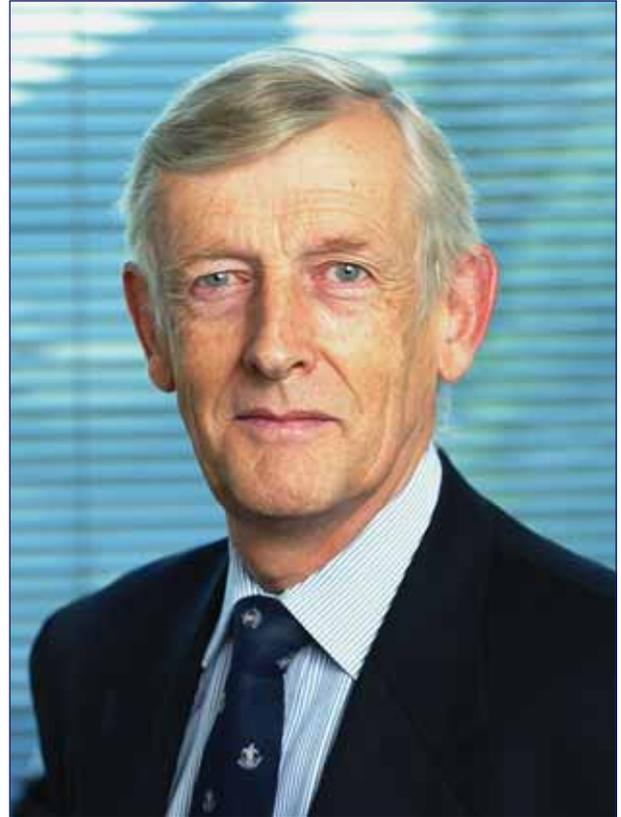
+ George Carey
Chairman, United Church Schools Trust

Introduction: **Mr David d'Arcy Hughes**

21st century education requires new approaches to teaching and learning and a wide range of resources and facilities. Education in the future is set to become increasingly more demanding. The Atherley School and Embley Park School both realised that they would require significant investment in the near future in order to improve standards and stay at the forefront of education. However the Governors of Embley Park and the Council of United Church Schools Trust believe that this will be more effectively accomplished together rather than apart. I was therefore pleased to be approached by Sir Ewan Harper, Chief Executive of UCST and Professor Mike Clark, Chairman, The Atherley School Local Governing Body, suggesting that talks should take place to see if a partnership would provide the best opportunities for the parents, pupils and staff of both schools.

As Chairman, I have become conscious that our part of Hampshire needs a really strong school serving both the local community and those parents who, through boarding, wish their children to join us from further afield. The population in this area is growing and therefore we have an expectation of a solid market into the future. Even so, the capital required to create a school which would satisfy this vision is likely to be beyond the means of an individual governing body of a small school. As Trustees, we are responsible for doing what is best for all those in our school community. Consequently we believe that the opportunity of linking with The Atherley and becoming a part of United Church Schools Trust is in the best interest of the pupils, parents and staff of Embley Park School. We are entering this venture with a real sense of partnership and a great respect for the achievements and traditions of The Atherley, and I am very happy to be invited to become a member of the UCST Council during these transitional arrangements.

Both schools are charities, which means that their articles require them not only to devote the whole of their energies to their schools but to plough back all surpluses into them. It is through this that we are able to carry out capital development. The competitive market is requiring us to undertake this at an ever faster rate and we are also aware that the British education market is now encompassing independent schools being operated for profit by private and public companies. They have access to capital in a way that is different from charities and we are determined that we will not lose out because of this new form of competition.



There are inevitably choices in how we proceed, and after half term we wish to discuss these with parents at both schools in their year groups and with staff. We want to ensure that the expectations which led you, our parents, to choose our schools for your children, are not just fully met but exceeded. Both sets of Governors feel that the best long term solution would be to have one integrated school. This would give us the strength and opportunities we need. This would enable us to consider a senior school with setting to enable 'girls only' education to continue alongside co-educational sets, if that is what a sufficient number of parents would like to see.

We have had initial conversations with the local authority to investigate planning issues. The outcome seems encouraging and we would therefore look to plan for a completely new state-of-the-art junior school, built to the best of modern standards, on the Embley Park site. This would create the space for us to redevelop the centre of the existing school to form the accommodation we require for the enlarged senior school.

We feel that such partnership arrangements would enable us to provide an outstanding school for the 21st century and I hope that, once you have learnt more about our plans, you will feel the same.

David d'Arcy Hughes
Chairman, Embley Park School Governors

Mrs Maureen Bradley

My experience, from 3 fascinating Headships, has taught me that educational strength is something which every school requires as its foundation for stability and progress. It has been my challenge to increase the numbers at The Atherley to provide this strength. I am delighted that our numbers have grown as parents have responded to the ways in which we have raised quality while ensuring that we have a happy and vibrant school.

Despite our success I have become aware that the cost of running schools (and the Atherley is quite a small school bearing in mind it serves pupils from age 3-18) can constrain our vision for education.

The well deserved increase in teachers' pay and the advances in ICT are enormously welcome for raising the quality of education but both have increased our costs and will continue to do so. That will put a pressure on fees which is difficult to counterbalance elsewhere in a small school.

There is something special about small schools and it is a challenge to hold on to these qualities when moving into a larger environment. Across UCST, from my contact with other Heads and from my own experience gained from leading the merger at Lincoln Minster School in 1996 (the school has grown from 284 then to 810 now and is a thriving community), I know that this can happen and that the opportunities to be gained can create an even happier environment for both staff and pupils. This has already happened at 4 of UCST's 9 senior schools since 1990.

Over the past few years Mike Clark, the Local Governing Body and I have looked at a number of different alliances to see how we could strengthen The Atherley and secure its long-term future. The opportunity presented by working closely, and preferably integrating completely, with Embley Park is by far the most exciting one we have encountered. Both schools are presently successful, but in my judgement could become vulnerable on their own. Together we would be able to



offer all of you a marvellous education capable of challenging the best in the area and one which would be secure long-term.

On a personal note, for a while now I have been planning to retire early in order to engage in educational consultancy and I had discussed this with UCST. I shall work on as Head until August 2005, but I am so motivated by the potential of this opportunity that I have also agreed to project manage the educational aspects of it beyond then. This means that I will continue to be here to discuss the proposals with individual parents and to act as the contact to enable your needs and those of your children to be reflected in broader policy development.

I look forward to discussing things with you in more depth in the weeks ahead.

Maureen Bradley
Head, The Atherley School

Mr David Chapman

The prospect of The Atherley and Embley Park working together, and even coming together on one site, affords a vision of a major educational force for the region, on a superb campus, in a vital and prosperous area of Hampshire. Naturally, I feel delighted and privileged to be offered the Headship of both schools from September 2005. At Embley we have the very relevant experience of moving from single sex, boys' education to co-education, and of acquiring and developing a junior department, at the same time as building a secure Sixth form of A/S and A level students.

All of us here have formed the highest regard for the excellent academic profile of the Atherley School, whilst we too, at Embley, have been raising our own academic standards: you will find, therefore, a common resolution, at both schools, to concentrate on the prime needs of any educational organisation, its teaching and learning.

Schools, however, are more than exam factories, and a commitment to the broader education of the individual through a coherent programme of games and activities – cultural, intellectual, physical and spiritual – is central to our vision of the future of all our pupils. Just as important is pastoral care. I have often stressed the advantage of a small school, and discern the same strength in the structure of The Atherley as we have at Embley: the challenge is to carry the techniques of creating such an advantage into the new era. UCST has, in my personal experience, been successful not just in 'growing' its schools, but, also, in retaining the hallmarks of care for the individual pupil which stamp the best schools. Class size is, of course, just one of the keys to this.

A good school is a family, and I am lucky in this new era to be able to count on the advice of my wife, Jane, who has experience of implementing strategies to welcome girls, for the first time, into both the schools in which we have worked together. Both our children were educated in the schools in which we have taught



and I always use what we would find acceptable as parents as the touchstone for evolving policies which will affect our present pupils.

Schools are facing greater challenges as they develop strategies for 14-19 education. Key to these are academic staff of the highest quality. The stimulation of teaching Sixth Form pupils draws in and keeps the best. We will want to combine the Sixth Forms of both schools in order to ensure we can offer a range of subjects, with sufficiently competitive teaching groups, at this vital pre-university stage of education. The balance between independence and guidance is something we are confident of being able to offer all of our students, not just in the Sixth Form, but throughout the age range.

David Chapman
Head, Embley Park School

1. United Church Schools Trust

The Church Schools Company, now renamed United Church Schools Trust (UCST), was founded as an educational charity in 1883 with the principal objective of creating schools, particularly for girls, offering a good academic education based on Christian principles of service and tolerance. Prior to Embley Park joining us UCST owned and managed ten schools across the country. Of our senior schools, four are co-educational. UCST employs 1200 people of whom 650 are teachers.

Investment

UCST constantly pursues quality and value; the foundation for this is people. Great care is taken in recruitment, appraisal and career development for teachers and support staff alike. The group's progress has been rooted in helping each person, student or adult, to raise their expectations of themselves.

In 1990 UCST's 7 schools contained only 3,250 pupils. Four of the schools were identified as being too small to deliver the quality of education parents were seeking for their children. As a result of approaches to other similar local schools, UCST engaged in a policy of integrating schools so that they would have the core numbers needed to give the required educational quality. Through this process UCST schools have become larger and more effective, offering wider opportunity to pupils and staff alike. It has also enabled UCST to understand the sensitivities and change management required for creating new joint ventures.

To achieve this UCST has invested almost £50 million in new and improved buildings and modern educational technology during the last twelve years. This bold investment policy has given clear signals to all our parents, pupils and staff that we intend to create the best possible environment for all our children. Consequently our pupil numbers have grown to almost 6,500 today.

Working Together

Being part of the UCST group brings many benefits to local schools, including:

- Sharing good practice;
- The use of common ICT platforms including Whiteboards and the Intranet;
- Group conferences involving external experts and advisers;
- Professional training and development for all staff;
- Cost efficiencies, greater stability and permanency.

However we value the individuality of each school and encourage each one to pursue their own character and style.



City Academies

Through its new subsidiary, the United Learning Trust, UCST has committed itself to assist children in some of the most disadvantaged areas in the country using the Government's City Academy programme. This means that ULT recruits the staff and manages the Academy as an independent unit free from LEA controls. ULT opened its first Academy in Moss Side, Manchester in September 2003; further Academies have followed in Lambeth and Northampton this term. We expect the Academies we are planning for Salford, Paddington and Barnsley to open in 2005 or 2006.

The Academies are financed separately by the Government through a contract with ULT and do not receive any subsidy from UCST. This means that none of the fees that parents pay go into the Academy programme. All operating costs are paid for by the Government and all sponsorship is fundraised separately. UCST central office handles the administration of both the Academies and the schools, thereby reducing the unit administration cost per pupil whether in UCST or ULT. Combined work is undertaken by the schools and Academies for ICT improvements, teacher training and career development.

In any future review of charitable status involving UCST and its schools, this activity is likely to make a major contribution to any interpretation of public benefit. It is also a beacon of good practice in private-public partnership.

2. A Little History...



The Atherley School

The Atherley School was founded in 1924 as a member school of the Church Schools Company (now UCST) in Hill Lane, in the centre of Southampton. For many years it settled as a 3-form entry senior school with a small junior department. When King Edwards went co-educational The Atherley found itself adjacent to a much larger school also accepting girls. UCST decided that it needed to move away from such a dominant neighbour if it was to pursue its own independent existence. It therefore purchased from the receivers Northcliffe School and its prestigious site at Nursling. This meant that the junior school grew considerably and went co-educational in the process. New premises were built at Nursling for the senior school which remained an all-girls environment, despite growing requests from junior school parents to make it co-educational. Although pupil numbers have grown again they have not reached those of a full 3-form entry senior school. The need for this in offering the breadth of education to which UCST was committed led to the discussions with the Governors of Embley Park.

The Atherley and Grove Place Prep School provide high quality, all round education in a stimulating and happy environment firmly based upon Christian values. High academic standards have always been a strength of the school and it performs consistently well in the league tables for Hampshire and Southampton. In the Prep School the Key Stage 2 SAT results reveal that 55% of the children are working to level 5. In GCSE examinations the pass rate is around 97% every year and 75% of all grades are achieved at grade A*-B. The last two years have seen an A-Level pass rate of 100% with points per candidate between 250 and 265 in most years. As the school is not highly selective it is deservedly proud of its academic success.



Embley Park School

The school pictured on the Embley Park website www.embleypark.org.uk, with nearly four hundred day pupils and forty percent of its population female, is very different from the all-boys' boarding school founded in 1946. However, boarding continues to be an important part of the school, contributing strongly to the ethos and creating a 24 hour a day feel. Weekly and 'casual' accommodation is now more popular than full boarding.

Constant factors, however, are the historic listed building, the family home of Florence Nightingale, which lies at the heart of the school, and the one hundred and twenty acres of outstanding countryside, woodland, parkland and games fields which surround it.

£5 million has been expended in the past decade to provide the school with the modern facilities which are necessary for a 21st century education.

Embley Park has raised its academic profile remarkably in the past few years : on average 90% of the Upper Sixth go on to university; in 2004 the average A level score in UCAS points was 263, or better than three C grades. This year A level subjects demonstrated a 100% pass rate, those at GCSE 91% (88% 5 A*-C).

In the junior school, the results have been equally impressive. The last annual report of the school documented 100% of Key Stage 2 pupils achieving level 4 or above in English and 90% in mathematics; 100% of science candidates achieved level 4, with 85% of candidates achieving level 5.

Embley Park's Head is a member of the Society of the Heads of Independent Schools (SHMIS) where he chairs the education committee, and also of the Headmasters' and Headmistresses' Conference (HMC) Education and Academic Policy Committee (joint with GSA).

David Chapman will be Chairman of SHMIS in 2006.

3. The Need for Change

As already identified, 21st century education demands more than ever from its schools, teachers and pupils. Issues such as the revaluation of teaching salaries, led by the government in the public sector, will continue. The efficiencies required to meet such challenges, whilst controlling fees, will be increasingly difficult to achieve in small schools.

Ensuring that young people are equipped with all the necessary skills to succeed in work and life has also become an ever more complex task. Recent research commissioned by UCST with 50 leading British employers suggests that academic success alone is no longer enough. The six most important qualities identified by the employers questioned were:

- Leadership
- Teamwork
- Communication
- Self-motivation
- Confidence
- Consideration for others

Delivering these qualities requires a strong, thriving modern school, offering many different opportunities through which life skills can be developed.

Both Embley Park and The Atherley appreciate that real strength comes from nurturing a critical mass of pupils, which can be enhanced by being a member of a closely linked, united group with:

- High academic standards;
- Well trained and motivated staff;
- Pupils who respect each other and show high levels of confidence and independence;
- The values and friendships to be expected from a family school;
- Opportunities for personal development and leadership skills outside of the classroom;
- Service to the community;
- An uncompromising approach to quality in all aspects of school life;
- Financial strength to invest in new technology, buildings and facilities.

A partnership between both schools would give the best opportunity to provide this.



4. The Way Forward

An initial figure of £10 million will be invested by UCST to fund state-of-the-art facilities.

The options in front of us for consideration are:

Option 1:

To continue to run both schools on their own sites but to have a combined sixth form, probably on one site only, most likely that of Embley Park. This would reduce the occupation of The Atherley site which would make it more difficult to sustain as it carries its own property overheads.

Option 2:

Senior Schools on one site and juniors on the other. We could accomplish this with a minimum of new planning consents. It would therefore underpin many of the advantages we are seeking in educational terms but would leave us with higher site costs. It would also make it more complicated for families wishing to drop children off at both sites, even though intra-school bussing could reduce this problem. Both schools have a tradition of some involvement of the junior schools with the senior schools and vice versa, in some cases sharing specialist facilities. This would be much harder to achieve – and may not even be possible – if two sites were used.

Option 3:

Integrate the whole of both schools on one site.

Preferred Option – Option 3

As we have reflected on these alternatives we feel that the most practical option and the one which can deliver the best long term benefits would be Option 3, where Embley Park and The Atherley unite to create a single new school on the Embley Park site with increased facilities and resources. The remainder of the brochure will therefore concentrate on this option to give as full a picture as possible to parents, pupils and staff, of how it might work out for you.

The Site

Both schools have delightful campuses but also the responsibility for maintaining major listed buildings. Listed buildings are a wonderful inheritance and part of our national heritage but modern regulations mean that they are a serious increased demand on the resources of schools, and particularly of smaller schools. If we moved away from the Atherley site we would realise our capital from it, which would be ploughed into the new school. Also, with new buildings we would reduce our maintenance costs and therefore ease another pressure on fees.

With boarding already existing at Embley Park and with the opportunity of increasing the amount of development at the Atherley site very restricted, it means that Embley Park would need to be the site on which we concentrated.

At the Atherley site we had plans for renewing most of the prep school over the next 2-3 years. Even so this development would be heavily constrained by our Grade 1 listing. These funds would now be directed into the joint venture school. The Embley Park School Governors had plans to build a new Design and Technology and Art Facility and these funds too would now be redirected into the project.

Subject to planning permission, an initial figure of £10 million will be invested by UCST to fund:

- State-of-the-art laboratories;
- Outstanding art, music and drama;
- An all-weather pitch;
- Design and Technology;
- Additional purpose-built classrooms with the latest ICT including access to the Internet and UCST's growing Broadband Intranet;
- Interactive Whiteboards and Internet access in all major classrooms;
- New junior school.

To do this would require investment over a period and therefore could not happen immediately. The most optimistic timetable would require a planning consent to be obtained and the necessary construction achieved for both schools to come together from September 2006, on the Embley Park site.

School Size

The new school would benefit from bringing together two existing schools that are remarkably complementary in a number of important ways.

Pupil Make-Up: Both schools are of a similar size, with Atherley School having a slightly larger Junior School and Embley Park a slightly larger Senior School. They should therefore fit together very effectively. At September 2004 the figures for both schools were:

	Embley Park	Atherley	Total
Senior School	297	258	555
Junior School	164	182	346
Total	461	440	901

We know that this size of school works well within the UCST group of schools: Surbiton has 1,200 pupils, Caterham 1,000, Guildford 930, Lincoln 810 and Hull will be 800. All of these have grown and flourished as a result of UCST strategic planning and investment. They are happy and successful schools which have retained a family atmosphere for which our schools are valued.



Catchment Area

The map (above) shows the 45-minute drive time area of Embley Park and The Atherley and demonstrates the large overlap between the two schools. This should help us create effective travel to school programmes.

The new school would benefit from bringing together two existing schools that are remarkably complementary in a number of important ways.

Timetable

- UCST has commissioned architects Perkins Ogden, who designed the highly successful Embley Park Junior School, to create a masterplan for the new facilities.
- Early contact with the Planning Authority has been encouraging and it is hoped to submit a planning application by the end of 2004.
- The new building programme would be phased but it is UCST's intention to complete the major part of it by end July 2006 so that a fully integrated school could be operational on the Embley Park site from September 2006.
- Between now and 2006 both schools would operate as at present but with growing links between them. This will ensure continuity of current education programmes.

5. Teaching and Learning

Teaching and Learning

In the vision, the very best teaching and learning methods would be taken from both schools to enable the new school to:

- Value and encourage the importance of independent learning and learning through collaboration with others;
- Deliver quality learning that is motivating, rewarding, fun and leads to success;
- Encourage all pupils to take responsibility for their own learning recognising that everyone learns differently and that taking risks and making mistakes are both part of learning;
- Put systems in place to make sure that, as far as possible, every pupil will be stretched to achieve more than they thought possible;
- Reward every sort of success and ensure that such rewards and recognition are incorporated into the learning process;
- Undertake regular and frequent evaluation of what each pupil has learned. This audit of progress will be closely linked to the learning process in order to provide staff, pupils and parents with feedback so that the learning programme can be adjusted where necessary;
- Provide supportive pastoral care to enable each individual pupil to achieve his or her best.

Exam Years

- We appreciate that those already embarked on courses for public examinations at GCSE and A Level will need special consideration. The changes will not be allowed to disrupt the teaching of exam courses in any way. All courses currently underway will be taught up to Examination level within the existing groups with no change of Exam Board.

Effective use of ICT is central to achieving all of the above teaching and learning goals.

The Curriculum

The curriculum would:

- Provide a broad, balanced learning experience designed to ensure that every pupil has a toolkit of skills to enable him or her to succeed in life and work and;
- Enable pupils to proceed from school to college or university, as they choose.



However the views of parents, teachers and pupils will be important in deciding the exact shape of the curriculum offered and consultation will be undertaken on the following:

- Possible preservation of an element of girls-only teaching alongside an element of full co-educational teaching groups in some or the majority of subjects for some pupils;
- The particular subject areas to be offered at each Key Stage;
- The strong curriculum areas of the combined new school, building on the strengths of teaching and resources that already exist;
- The place of extra curricular activities including, very importantly, sport.

Successful activities, sports, clubs and societies will play an integral part in the new school. These will all be strengthened by greater pupil numbers.

Teaching and Support Staff

An outstanding school is built on, and driven by, outstanding staff. We are determined that this partnership will deliver an excellent school and we hope that all staff who want to maintain and develop our high standards will remain with us. We will do all we can to encourage them and to hold them.

Changes will always give rise to anxieties amongst some staff. UCST's experience in this area means that we are fully committed to ensuring that difficult issues are handled sensitively and appropriately. Staff can also be reassured by the protection afforded to them under the transfer of undertakings regulations.

In addition, UCST is dedicated to investing in continuing professional development and a larger school with strong pupil numbers will afford staff new and greater opportunities in terms of promotional prospects and professional and career development.



6. Admissions and Fees

Entrance Exams

Entrance and scholarship exams for September 2005 will take place as previously notified by each school. A successful exam outcome will result in an offer at both the specified school and at the combined new school. No additional exams will be needed for entry into the new school.

Fee Policy

We realise that recent increases in fees have been difficult for parents to absorb, although these have largely been due to external circumstances such as increases in teachers pay, pensions and National Insurance. A larger school would enable us to operate more efficiently and parents would benefit from this as fee increases would be moderated. This would be of advantage to parents whilst allowing retention of sufficient money to invest in the future of the school.

7. Governance

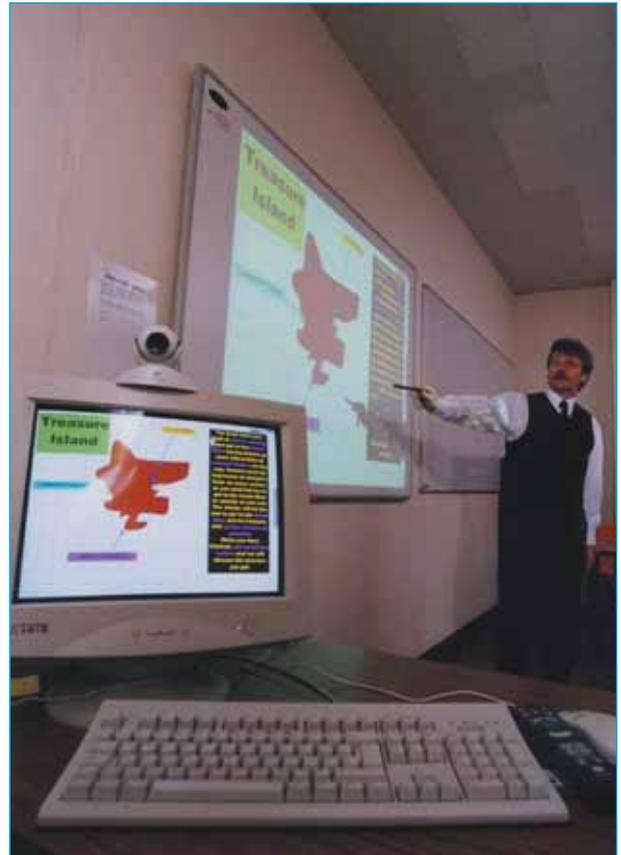
All UCST schools are governed by the Governing Council of the Trust supported by a Local Governing Body (LGB) at each school (Local Governors). One person from each LGB (usually the Chairman) is elected to membership of the Governing Council, which also has members who are not school based.

The key duties of the Governing Council are to appoint Heads and key executives, and to consider strategic policy, approve budgets, and monitor progress at the schools.

The key duties of the LGB are to support the school locally and to be a critical friend for the Head, to consider the strategic needs of the school, to monitor specific areas of the school's operation most particularly education, health and safety, welfare and marketing.

The Heads are wholly responsible for the detailed management of their schools. They report on a day to day basis to the Chief Executive.

In introducing electronic whiteboards into every classroom in all schools in the group, UCST appreciated that major change needs to be well managed with each person aware of what is expected of them.



8. Managing Change

- Through its four previous mergers and work with Academies, UCST has acquired extensive experience in negotiating and managing large building programmes.
- An experienced Project Management Board will be set up to drive the integration forward and ensure minimum disruption. This will also have a brief to help resolve local issues and ensure that these are addressed efficiently.
- In introducing electronic whiteboards into every classroom in all schools in the group, UCST appreciated that major change needs to be well managed with each person aware of what is expected of them. This only becomes possible when a comprehensive approach is taken, encompassing not just the technology but related training as well.

9. Consultation

UCST, The Atherley and Embley Park want this partnership to be a great success for everyone. To ensure that it takes place as smoothly as possible, we will be arranging a series of consultation meetings. The meetings will be an opportunity to discuss issues of interest or concern such as:

- Academic issues
- The Sixth Form
- The change to co-education
- Some girls-only teaching should remain a key feature of the school
- The uniform
- Travel and transport
- The management of change

Parental consultation sessions will be based on Year groupings so that we can discuss plans prior to one-to-one conversations between parents and the two Heads.

The dates and times of meetings to start after the October half term will be widely publicised. The consultation findings will lead to important decisions being taken between now and Christmas.

Patrons

The Most Rev and Rt Hon Rowan Williams, Archbishop of Canterbury
The Most Rev and Rt Hon David Hope KCVO, Archbishop of York

Vice-Patrons

The Lady Prior
Rt Rev Michael Scott-Joynt MA, Bishop of Winchester

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Executive Officers

Chief Executive
Sir Ewan Harper CBE MA
Deputy Chief Executive
Ms C M Rendle-Short MBA MEd Admin BMus
Finance Director and Company Secretary
Mr J A Nicholson ACA

The Governors of Embley Park

Mr D A d'Arcy-Hughes (Chairman)
Mr R N Butler, BSc, FFA
Prof G Griffiths, BA MSc, CEng, MIEE
Mr J Lewis
Mr D J Martin, MB, BS, The D.Obst.RCO
Mrs D Moody, AILAM
Mrs V Perry
Mrs M Stanway, BSc (Psych)
Mr J R Tickell, ACA
Mr S J Wallbridge, FRICS
Dr M E Witherick, BA, PhD

Head: Mr D F Chapman, BA (Dunelm), FColIP
Bursar and Clerk to the Governors: Mr D S King

The Atherley Local Governing Body

Prof M J Clark BA PhD (Chairman)
Mr J Allen BA
Mr P Brookes
Dr W J Johnson MB, BS, DObst, RCOG
Dr J J Lyon-Maris BSc, MB, BS, MRCP, MRCPGP
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