

GARD'NER MEMORIAL LIMITED

England & Wales · Charity number 311872

Details

Other names	MORE HOUSE SCHOOL
Status	Registered
Legal form	Charitable company
Company number	00523768
Registered	1963-07-23
Register	View on the Charity Commission register

Contact

Address	More House School Moons Hill Frensham Farnham GU10 3AP
Phone	01252792303
Email	coo@morehouseschool.co.uk
Website	www.morehouseschool.co.uk

Activities

Objects: FOR THE PUBLIC BENEFIT THE ADVANCEMENT OF EDUCATION AND TRAINING, INCLUDING PHYSICAL TRAINING, OF CHILDREN, PARTICULARLY THOSE WITH LEARNING DIFFICULTIES INCLUDING, BUT NOT LIMITED TO, THE PROVISION AND CONDUCT OF A DAY AND/OR BOARDING SCHOOL KNOWN AS MORE HOUSE SCHOOL, FRENHAM, SURREY, SO CONTINUING THE WORK IN THE ETHOS OF THE LATE REGINALD JOSEPH GARD'NER AND BY ANCILLARY OR INCIDENTAL EDUCATIONAL ACTIVITIES AND OTHER ASSOCIATED ACTIVITIES FOR THE BENEFIT OF THE COMMUNITY.

Activities: The main activity of the company, which is a charitable company limited by guarantee, having no share capital, is to provide an education to meet the specific needs of all the boys admitted to the school, who have in common the fact that they would not thrive in mainstream schooling and who need additional help and support, especially in the areas of numeracy and literacy skills.

Classification

- **How:** Provides Human Resources, Provides Buildings/facilities/open Space, Provides Services
- **What:** Education/training
- **Who:** Children/young People, People With Disabilities

Geography

- Bracknell Forest
- Hampshire
- Kingston Upon Thames
- Reading
- Richmond Upon Thames
- Slough
- Surrey
- West Berkshire
- Windsor And Maidenhead
- Wokingham

Finances

Period end	Income	Expenditure	Assets	Employees
2025-08-31	£12,377,651	£11,276,132	£16,730,141	190
2024-08-31	£11,644,839	£10,663,075	£15,628,622	187
2023-08-31	£9,737,821	£9,564,578	£14,646,860	182
2022-08-31	£9,300,683	£8,829,952	£14,473,618	175
2021-08-31	£8,972,043	£8,192,050	£14,002,887	173
2020-08-31	£8,515,033	£7,745,187	£13,222,894	173

Trustees

Name	Role	Appointed
Alison Reynolds		2023-06-15
Andrew Routley		2022-09-29
Charlotte Burnell		2024-03-21
David Poole		2024-06-20
GLENN VICTOR HANDLEY		2018-07-20
Graham Spawforth		2021-06-17
Helen Bell		2024-11-14
Jack Malden		2024-06-20
Kyla De Sousa		2024-02-05
Louise Skinner		2024-06-20
Michael Stephens		2025-09-30
Paul Coby		2024-05-01
Rev Nicholas Gosnell		2022-06-09

GARD'NER MEMORIAL LIMITED

England & Wales - Charity number 311872

Accounts



The Gard'ner Memorial Ltd
(A company limited by guarantee)
Trading as More House School

Director's Report and Financial Statements
For year ending 31st August 2025

Registered Charity number. 311872
Registered Company number. 523768



Registered charity number
Registered company number

311872
 523768

Governing document

The charity is controlled by its governing documents, comprising its Memorandum and Articles of Association, and constitutes a limited company, limited by guarantee, as defined by the Companies Act 2006.

Trustees (Directors)

Mr Glenn Handley MBA *1*2*3*4
 Mr Andy Routley BSc Hons, Cert Ed *1
 Mr Graham Spawforth MA MEd PGCE *2
 Mrs Christine Goodyear (stepped down from the board 16 October 2024)
 Fr Nicholas Gosnell SRN BTh Hons MA(Ed) MA(CL) *2*4
 Ms Alison Reynolds BSc Hons CChem MRSC CSci PCQI *3*4
 Mr Paul Coby MA *1*4
 Mrs Charlotte Burnell *2*3
 Mr David Poole MSc BSc (Hons) DipCorpGov DIS MIoD *1
 Mr Jack Malden BA *3
 Ms Louise Lovett (Skinner) BA Hons PGCE *2
 Dr Mounir Atassi *2 (stepped down Jul 25)
 Mrs Helen Bell BA Hons ACA (appointed 14 November 2024) *1

Membership of Sub-Committees

- *1 – Finance & General Purposes
- *2 – Teaching, Learning & Therapy
- *3 – Safeguarding and Welfare
- *4 – Governance and Nominations

Registered office

More House School, Moons Hill, Frensham, Farnham, Surrey, GU10 3AP

Website

www.morehouseschool.co.uk

Auditors

Azets Audit Services Ltd

Bankers

Barclays Plc

Solicitors

Stone King LLP

Key Executives

Mr Jonathan Hetherington BA (Hons), MSc (Ed.), QTS, NPQEL, Headmaster
 Mr Piers Lewis BA (Hons), MSc, MBA, Chief Operating Officer

Report of the Chair of Trustees

Our More House community is proud to be the largest and leading school in the United Kingdom for pupils with Special Educational Needs and Disabilities (SEND), realising exceptional academic and social outcomes for our students and demonstrating incredible value-for-money for privately-funding families and for our many local authority partners.

Our charity and school mission is:

‘To empower pupils with Specific Learning Difficulties, Developmental Language Disorder and associated Special Educational Needs, to transform their futures.’

In the year to 31st August 2025, we delivered on this mission, providing for all pupils a rich, mainstream academic curriculum and co-curriculum made accessible through our unique, evidence-based educational model demonstrating genuine inclusion and high-aspiration. Experiencing an education which continued to be recognised as ‘Outstanding’ in every judgement area by the Office for Standards in Education, Children’s Services and Skills (Ofsted), our pupils secured results at GCSE level and A’ Level well above national averages, with a majority of our Sixth Form leavers progressing to university.

We continued the expansion of our Outreach programme of engagement with ongoing university-led research, supporting Initial Teacher Training (ITT) programmes, providing training for teachers and other educational professionals in a wide range of schools, and delivering consultancy services to school leadership teams to enable them to develop genuinely inclusive and aspirational classroom and school environments for all children, including those who are neurodivergent or diagnosed with SEND. In so doing, we continued to improve the experiences and outcomes of children far beyond More House School’s Frensham campus.

The annual inspection by Ofsted of our arrangements for our boarding pupils resulted in our again being awarded ‘Outstanding’ overall and in each separate judgement area, for the sixth consecutive year.

We improved our financial position, ensuring the long-term sustainability of our mission and the excellence of all aspects of our work., and protecting our commitment to delivering the best value-for-money by keeping fees charged to parents and to local authorities very low. From this strengthened base, we worked collaboratively with stakeholders to define ambitious five-year strategic objectives, centred around three clear priorities:

- To reach more children
- To ensure our financial security
- To increase our reputation and influence as experts inclusive SEND education.

Supporting these three strategic priorities, we recognised five strands of our forward plan:

- Our Core Offer of educational, therapeutic and pastoral excellence
- Our People
- Our Outreach
- Our Impact
- Our Resource.

We defined a set of ambitious and measurable strategic objectives across the coming five years which will guide our continued expansion to support more children with Specific Learning Difficulties, weakness in their developmental language skills and associated SEND to access a mainstream, academic curriculum and wider school experience, empowering them to transform their future prospects. Prioritising above everything else the constant pursuit of excellence and innovation in our core activity, our complementary objectives specifically include:

- extending access to a More House education to girls as well as boys in the future, through expansion and without reducing the number of boys on roll;

The Gard'ner Memorial Limited known as More House School

Report and Accounts for the year ended 31st August 2025

- achieving operational net-zero harmful emissions in our use of energy;
- investing in the facilities and resources on our Frensham campus through an ambitious capital development plan;
- growing our specialist support of pupils, their families, and others beyond our school community; and
- increasing our impact on the regional and national educational landscape, influencing governmental policy to improve young people's experience of inclusive education.

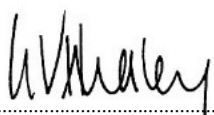
Building a five-year delivery framework informed a detailed first-year implementation plan for the 2025-26 academic year, supported by measurable targets, deadlines and key performance indicators, together with a structure of progress reporting and monitoring.

Other highlights of the year up to 31 August 2025 included:

- Again, recording the largest pupil-roll in the School's 87-year history;
- Constructing the new St Matthew's classroom and public-examinations suite;
- Obtaining planning consent to construct a new all-weather artificial sports pitch, floodlighting, sports pavilion new campus-entrance and roadway;
- Raising more than £10,000 which we donated to charitable causes;
- Presenting the senior school's production of *Peter Pan* in our Simkins Centre for the performing arts;
- Expanding our Training and Outreach team;
- Supporting five More House teachers through their Initial Teacher Training (ITT) to achieve the award of Qualified Teacher Status (QTS);
- Launching the *More House Practice Model*;
- Launching the *Class Mapping Tool* training course;
- Involvement in research projects with four universities;
- Augmenting the senior leadership resource by creating the new role of Principal Deputy Head (Head of School) to enable capacity for the delivery of our ambitious five-year strategy;
- Responding effectively to the new Value Added Tax on school fees, implemented with only weeks' notice from Government;
- Appointment of the headmaster to the honorary positions of National Chair of the Independent Schools Association (ISA), and Non-executive Director and board-member of the Independent Schools Council (ISC) for the 2025-26 year.

The 2024-25 academic year has been extremely exciting and successful, with a healthy focus on our future. As Chair, it is heartening to recognise so clearly, at the core of all of our activities, alignment with our mission to empower our pupils to transform their futures, our culture of the relentless pursuit of excellence, and the guidance of our community's shared values of Kindness, Spirit and Responsibility. Our five-year strategic plan is appropriately ambitious; it reflects the high aspirations we hold for each of our pupils, our recognition of the empowering nature of our commitment to genuine inclusion in education, and our hunger to improve the quality of education for neurodivergent children and those diagnosed with SEND across the United Kingdom and beyond.

Our charity is in a strong and stable position, with clearly defined priorities and possessed of exceptional talent. I am excited by the opportunities ahead of us.

Signature: 
.....
G. Handley, Chair of Trustees

Date: 30/04/26
.....

Report of the trustees

The trustees of The Gard'ner Memorial Limited ("the School"), who are also the charity's directors for the purposes of the Companies Act 2006, are pleased to present their annual report, together with the financial statements of the charity for the year ended 31st August 2025, which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

Objectives and activities

The objects of the charity are:

The advancement of education including, but not limited to, running the More House School, Frensham, and educating children, particularly those with learning difficulties, but also disseminating best practice in techniques of teaching and learning through training, consultation, assessment, research and related activities, both in the UK and internationally, so continuing the tradition of the late Reginald Joseph Gard'ner for the public benefit.

Too many children are failed by the mainstream education system, where typical methods of teaching and support in the classroom fail to uncover the true cognitive potential of children who experience weaknesses in their literacy and developmental language skills, and those affected by associated difficulties including Developmental Coordination Disorder and attention deficit conditions. Such children may be intellectually very capable but are left believing themselves not clever, disadvantaged by an education system which focuses the primary means of assessing ability on their areas of skill-weakness, and leaving their strengths unrecognised. Too many children believe themselves failures amongst their peers, and the threat to mental health and wellbeing is too frequently explicit.

And yet such children offer huge value for the future of our society and world. Many companies now recognise immense value in recruiting neuro-diverse teams. Our pupils have a great part to play in the future of our country, in all areas of education, industry and business. With the right educational approach at the right point in their lives, children and young people with specific learning difficulties, developmental language delay and associated conditions, can be enabled to see their strengths and their future. Once they are taught to believe in themselves, they can grow the courage to tackle the challenges in their educational paths and realise their true intelligence. With an appropriate educational environment, they can achieve success at GCSE and A Level, and pursue further and higher education and training, leading to promising careers and contributing to our society. Such a pathway is essential in order for such young people to become truly independent, supporting the state and society through maintaining strong mental and physical health, participating in worthwhile employment and paying tax, rather than failing to realise such outcomes, necessitating continuous support from society and the public purse throughout their adult lives.

Our vision is:

To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them.

Our mission is:

To empower our pupils to transform their futures.

Our values are:

Kindness, Spirit, Responsibility

Our specific aims are:

To support the individual needs of each pupil, as individuals, so that each thrives, adapting continuously teaching and support strategies to challenge appropriately pupils' diverse strengths and weaknesses.

To provide all pupils with an environment in which they feel, and are, safe and confident in being themselves, and through which they develop effective skills to promote their mental health and wellbeing.

To foster in all pupils a powerful desire to question and to learn, and to realise high aspirations for their future, in terms of continued education and learning, their professional career, and social relationships.

To provide a transformative learning environment and opportunities for our pupils so that they achieve outstanding academic results, above the national age-related averages, both at level two (GCSE level) and three (Advanced level), despite having Specific Learning Difficulties, Developmental Language Disorder and associated conditions.

To develop our pupils to become confident and resilient young people, with the experience and skills that allow them to lead independent lives within a modern world, and with the desire to be involved in society.

To foster amongst all pupils an understanding, care and tolerance of all others, within the School's Catholic ethos and in accordance with the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

To collaborate with and promote research into the education and support of children and young people with language-related educational difficulties, and use research to improve educational outcomes for all pupils, and those in other educational settings.

During the year up to the 31st August 2025, the School's governors monitored the implementation of the School Development Plan, realised through a comprehensive process of organisation-wide self-evaluation and development-planning. The plan is informed by the following **six targets**, approved by the Board of Governors:

- **Curriculum**

To be a centre of excellence in the delivery of a broad academic and social development curriculum, ensuring pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions make the greatest possible progress, are empowered and prepared in the best possible manner for their futures.

- **Extra-Curricular**

To be a centre of excellence in the delivery of developmental opportunities beyond the academic curriculum so that pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions extend their experience, developing social confidence.

- **Pastoral**

To be a centre of excellence in the delivery of pastoral care for pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions, promoting the Safeguarding and wellbeing of all pupils and adults, pupils' positive social development, and the best possible learning environment.

- **Residential**

To be a centre of excellence in the delivery of residential care for pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions, ensuring pupils' Safeguarding and wellbeing, and promoting their personal and social development.

- **Therapy**

To be a centre of excellence in the delivery of Speech and Language Therapy, Occupational Therapy, Literacy intervention and Numeracy intervention for pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions so that they make the greatest possible progress and are empowered.

- **Outreach**

To be a centre of excellence in the provision of the highest quality training and support of external organisations, professionals, children and young people relating to Specific Learning Difficulties, Developmental Language Disorder and associated conditions, including collaboration with and participation in research.

Organisational structure

The Board of Governors of More House School comprises the trustees of the charity, who are also the non-executive directors and members of the company. The full board meets at least three times a year, with the Headmaster and Chief Operating Officer (COO) in attendance. Appointments to the Board of Governors are conducted through a process of identifying opportunities for augmenting the complement of skills and experience afforded by the board, and recruiting accordingly. The process is overseen by the board's Governance and Nominations Committee, which makes recommendations to the full board for such appointments. All appointments are approved at a meeting of the full Board of Governors

Members of the Board of Governors serve on one or more of the governor committees:

- Finance and General Purposes
- Governance and Nominations
- Safeguarding and Welfare
- Teaching, Learning and Therapy

During this year, the Board also agreed the need for a new committee for Development, Estates and Marketing. This will commence in September 2025.

Each committee is chaired by a governor and comprises other governors. Each committee meets regularly according to an agreed programme and is attended by one or more members of the School's most senior executive team, the Core Leadership Group, and often members of the School's wider Senior Management Team (SMT).

The Core Leadership Group (CLG) comprises the following executive positions:

- Headmaster
- Chief Operating Officer
- Deputy Head (Academic)
- Deputy Head (Residential)
- Deputy Head (Pastoral)
- Head of Learning and Development Centre
- Director of Assessment and Therapy (stepped down from the CLG at the end of this year)

Chaired by the headmaster, the two main forums of the CLG and the SMT drive the delivery of the School's outputs, the first on a weekly basis, and the second over a monthly basis. The SMT holds representation from a wider community across the School.

The structure of the academic teaching departments remains the same as the previous year, and similar to most other Independent schools in the sector, with the notable difference of the Learning Development Centre. The School's staff of Speech & Language Therapists, Occupational Therapists, and Literacy and Numeracy Tutors is led by the Head of the Learning Development Centre, who reports to and is supported by the Director of Assessment and Therapy. The Deputy Head (Pastoral) leads the School's pastoral therapeutic provision, including the Mental Health Lead and other therapeutic counsellors. The full-time Head of Safeguarding oversees the School's safeguarding team, and is supported by deputy DSLs.

The pay and remuneration for the key management personnel are set by the governors for the Headmaster and COO, and by the governors from recommendations made by the Headmaster and COO, in respect of the other members of the Core Leadership Group.

One key change in this year was the identification of the need of a Head of School role. This role will assume to day to day operational running of the School from the Headmaster, allowing the Headmaster to focus on more strategic needs. From September 2025, this role will be assumed by Lewis Clarkson, the Deputy Head (Pastoral). Roberta Biggs will assume the role of Assistant Head (Pastoral). The expectation is that this role will return to a Deputy Head role once Mrs Biggs has identified that she can fulfil all elements of the role.

Another key change is that Mr Branney stepped down from the role of Deputy Head (Academic) at the end of the year. This role has been recruited for and Mr Allen will assume the role early in 2026.

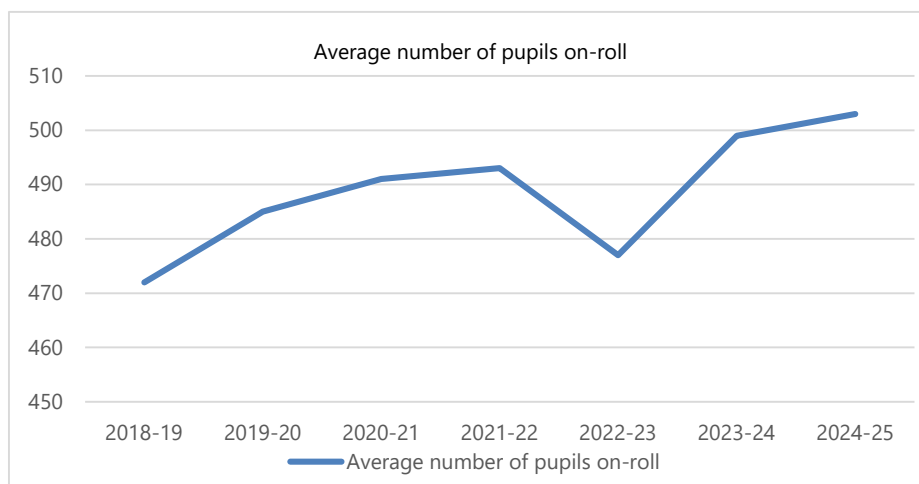
Main aims and achievements

Our primary aims through the 2024-2025 academic year comprised:

- the provision of outstanding, transformative education for our pupils, all of whom experience challenges associated with Specific Learning Difficulties, Developmental Language Disorder and associated conditions;
- the realisation of exceptional academic and social outcomes for More House School pupils;
- ensuring the highest standards of educational and residential provision, recognised by external audit partners;
- successful external audit in the form of an anticipated Ofsted Social Care inspection of the residential provision, awarding the highest grade of Outstanding, in every judgement area;
- the further development of our provision for supporting pupils' and employees' wellbeing, and promoting positive mental health;
- the further development of our teacher-training, staff-development and professionals' training programmes, promoting our integrated and aspirational approach to supporting neuro-diverse learners within mainstream classroom settings;
- the further design and implementation of a new process for supporting the continued professional development of employees in all roles.
- the creation of a five-year whole School strategy to go live from 1 Sep 2025.

Education and outcomes

The number of children and young people supported by the School's specialist approach and provision increased, again, for the 2024-2025 academic year, with an average of 503 pupils compared with the previous year's 499 (2024), 477 (2023) and previously 493 (2022). This was in line with the new 515 limit; a material change approved by the Department for Education in October 2023. Whilst the start number for the year was 498, and the year ended with 509, these numbers could have been higher as the demand on 6th form and Junior year places were healthier than expected. Modelling suggests that overall demand will stay healthy moving into the next academic year as even VAT on school fees is implemented by the UK Government.



Outcomes for pupils in the 2024-25 academic year were empowering, with our senior school pupils and our Sixth Form students celebrating impressive results in their final awards for GCSE, A Level and equivalent qualifications.

Public exam results

Our Year Eleven and Upper Sixth pupils achieved excellent results in their final grades for accredited courses at Level 2 (GCSE and equivalent) and at Level 3 (A Level and equivalent).

Year Eleven results, summer 2025:

Largely, results of 2025 were aligned, if not slightly lower, than the previous years. This remains in accordance with the adjustment of the distribution of grades to pre-pandemic levels.

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This is evidenced in the statistics published by the Joint Council for Qualifications (JCQ). This followed the years, 2021-2023 of Centre-Assessed Grades (CAGs), Teacher Assessed Grades (TAGs) respectively, and artificially inflated examination grades to compensate for COVID-19 disruption.

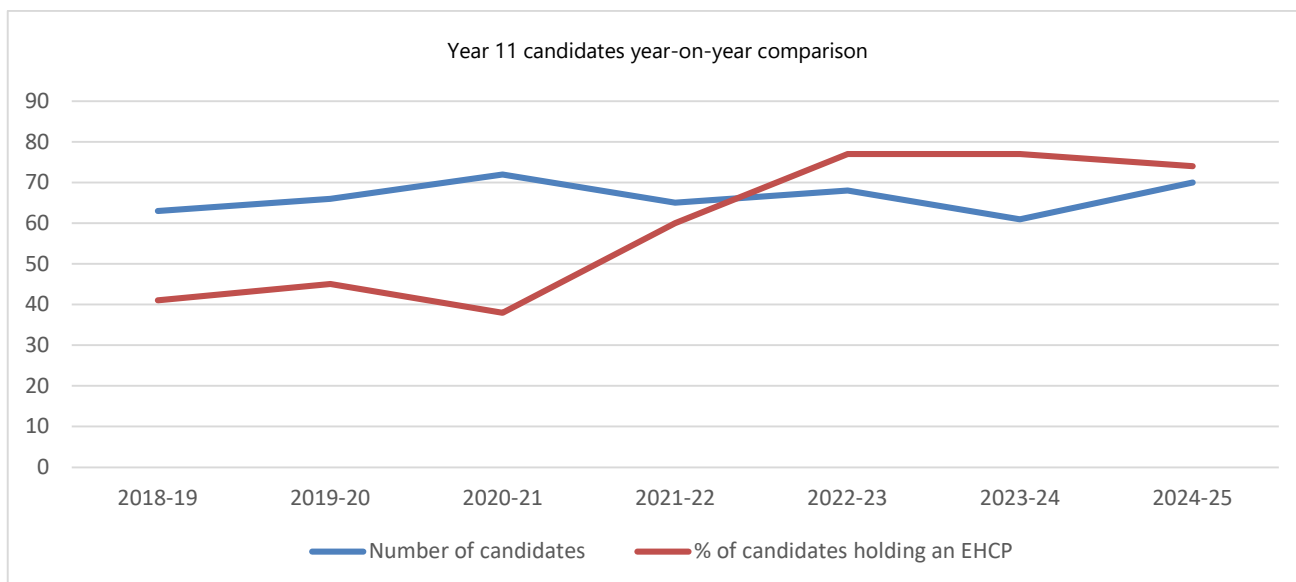
In spite of this, and also noting that summer 2025's More House School Year Eleven cohort had the same proportion of pupils whose complex special educational needs were recognised by an Education, Health and Care plan (EHCP), our pupils triumphed in their public examinations, beating the national averages (England, male) for:

- good GCSE passes (grade 4 or higher) overall,
- a good pass in GCSE Mathematics,
- a pass grade (4) or above in Science.

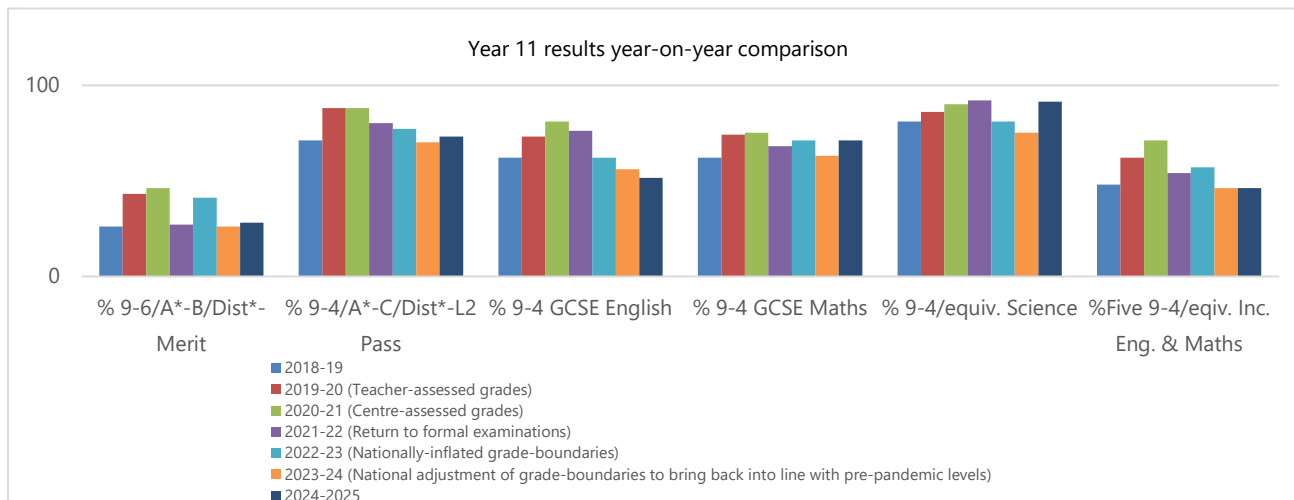
All 70 of our Year Eleven candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 77% of candidates were the subjects of Education, Health and Care plans.

- 77% of grades were awarded at 9 to 4 (A* to C, or Distinction* to Level 2 Pass);
- 68% of candidates achieved at least five A* to C equivalent grades;
- 57% of candidates achieved at least five A* to C equivalent grades including GCSE English and GCSE Mathematics;
- 17% of candidates achieved at least one grade at 9 to 7 (equivalent to A* to A, or Distinction* to Distinction);
- 39% of candidates achieved at least one grade at 9 to 6 (equivalent to A* to B, or Distinction* to Merit);
- 54% achieved a 9 to 4 Pass in GCSE English;
- 71% achieved a 9 to 4 Pass in GCSE Mathematics (beating the England Male national average by 12.8%);
- 93.2% achieved a 9 to 4 Pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.

Whilst the number of candidates has fluctuated over the past five years, there has been a trend of a greater proportion of candidates being the subject of an Education, Health and Care Plan (EHCP), indicating a greater degree of special educational need.

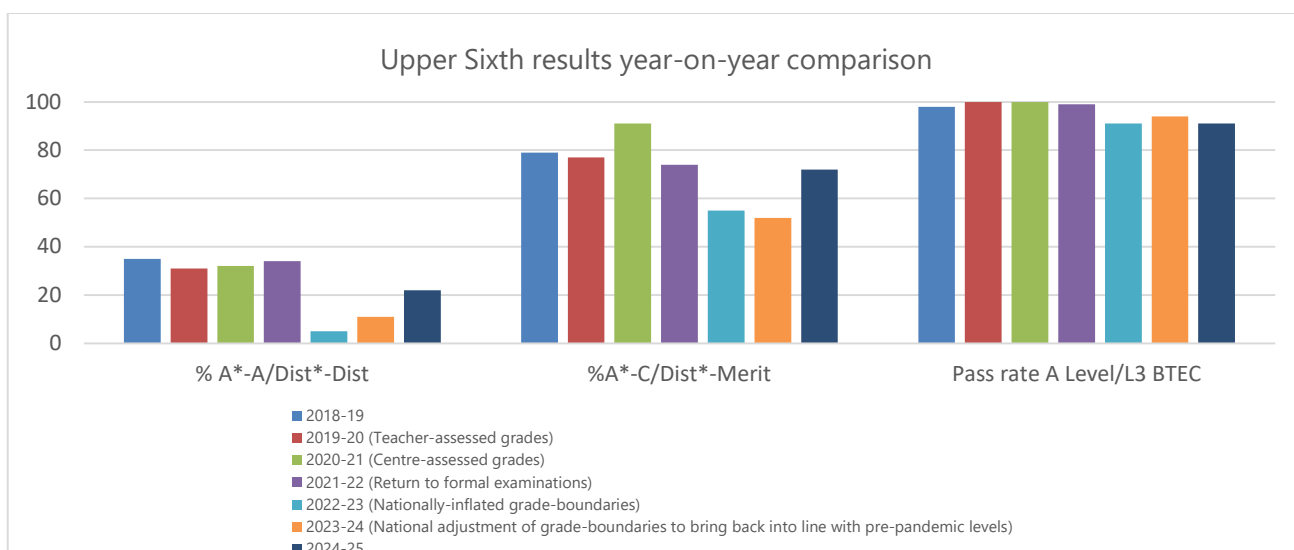
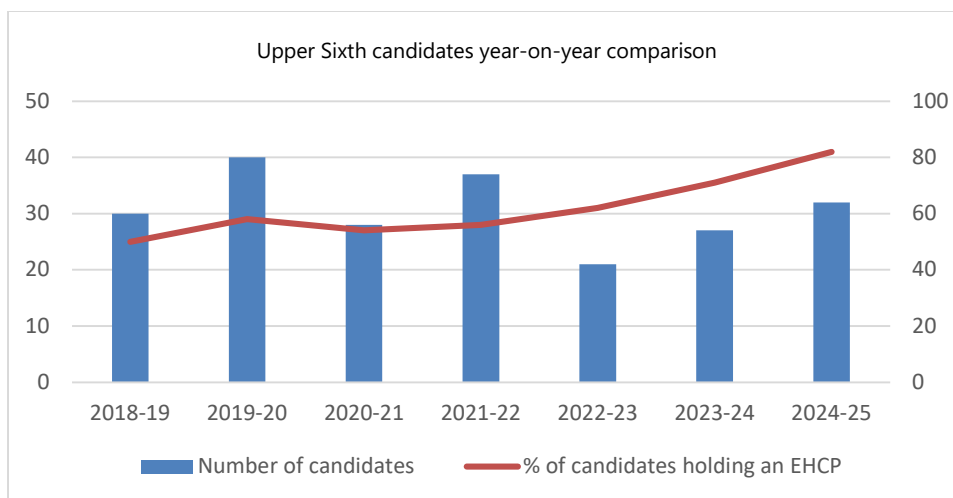


Upper Sixth results – Summer 2024



All 33 Level 3 (Advanced Level and equivalent) candidates overcame their challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 82% held Education, Health and Care plans (a significant increase, of nine percentage points, compared with the previous year).

- 22% of A Level and equivalent Level 3 BTEC grades awarded at A* to A (Distinction* to Distinction);
- 72% of grades awarded at A* to C (Distinction* to Merit);
- 91% Pass rate at A' Level and equivalent Level 3 BTEC combined.



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Leavers' destinations

Of our 33 Upper Sixth students who completed their studies in summer 2025, 63% applied to university degree programmes. Of those, 93% secured places and 88% progressed to university to study a breadth of degree courses, including:

Acoustical and Audio Engineering,	History and Politics,
Business Management,	Humanities,
Computer Science,	Music Production,
Countryside Management,	Politics and International Relations and
Engineering and Technology,	Sports Performance and Coaching.

Others progressed from our Upper Sixth to specialist Further Education or vocational training, into a gap-year pending deferred entry to university, or directly into employment.

Progress

All pupils' development of independent living skills is tracked through the annual review system and remains a focus within the School's Learning Development Centre curriculum, especially in Occupational Therapy sessions, and Residential boarding curriculum. Pupils are supported to develop social confidence and social inference, and to lessen potential vulnerabilities. They build competence in managing money and in using public amenities, such as shops and public transport. They are taught to develop independence in preparing food. The independent living skills facility within our senior boarding house, St Anthony's, continued to afford older boarding pupils access to a working, domestic-style kitchen, including domestic facilities for clothes-laundry. Boarders are supported to develop confidence and skills in managing domestic functions in preparation for independent living after school, and they have enjoyed preparing their own breakfasts and evening meals, managing their laundry, and ironing.

External inspections

Ofsted

In December 2024, the School underwent the annual residential provision inspection, with the continuation of the Outstanding grading, across the following areas;

Overall experiences and progress of children and young people	Outstanding
How well children and young people are helped and protected	Outstanding
The effectiveness of leaders and managers	Outstanding
Date of inspection; 10 – 12 December 2024	
Overall judgement at the previous inspection:	Outstanding

The inspectors wrote;

"The residential accommodation is of a high standard."

"Leaders put great thought into the shared spaces for pupils. They have reorganised the accommodation to meet the needs and dynamics of the pupils."

Ofsted, December 2024

In terms of the grading of the School's Educational provision, in the year ending 31st August 2025, we maintained the 'Outstanding in all areas' judgement awarded in the March 2023 full school inspection, with the graded areas detailed:

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Overall effectiveness at previous inspection (March 2019)	Outstanding

Does the School meet the independent school standards?

Yes

The inspectors wrote:

'The school has been rated outstanding for some time, yet has not stood still in its ambition to evolve and to improve.'

Ofsted, March 2023

CReSTeD

More House School is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), within their Specialist Provision category. The School's accreditation in this respect is reviewed three-yearly requiring a quality-assurance visit conducted by CReSTeD. On 10th October 2024, CReSTeD visited More House as part of their process for regular inspections of schools for pupils with Specific Learning Difficulties (SpLD). There is a robust set of criteria against which CReSTeD assesses whether a school meets the needs of its pupils with SpLD. More House School was judged to have met the criteria in all areas, and to deliver innovative and exemplary practice. The published inspection report stated:

'The inclusive, adaptive approach to the curriculum using a solid evidence base should be shared with other schools as widely as possible. It is a vision which is clearly instilling in the boys a love of learning where perhaps once it might have felt impossible for them. This gives them options, aspirations and dreams. More House also supports this development of lifelong skills and access to professions that might one day become the boys' reality. It is a special place which has really thought about what works for their pupils and consistently works to meet the needs of the boys in their care. More House pupils are far more than their learning difficulties and the 'Beyond the Label' approach is testament to the hard work the staff do to instil self-belief, ambition and a strong work ethic in the pupils.'

CReSTeD, 2024

Teacher-training, staff-development and external professionals'-training

During the 2024-25 academic year we continued our commitment to developing the skills and efficacy of the School's practitioners and of professionals working with neuro-diverse pupils beyond More House School, through teacher-training programmes, ongoing staff-development, and the training of educational professionals external to More House School.

During 2024–2025, More House School strengthened its capacity to deliver high-quality education and support by strategically appointing specialist staff and forming a dedicated training team. This structure has enabled more efficient administration of staffing and resources, with a strong emphasis on staff wellbeing and organisational effectiveness. Comprehensive induction, mentoring, and ongoing support processes ensure that new and existing staff are well-prepared and supported throughout their roles. The Senior Management Team and line managers play a pivotal role in identifying staffing needs and aligning professional development with the School Improvement Plan. These measures collectively underpin the School's ability to adapt to evolving challenges, maintain compliance, and foster a positive, reflective culture focused on achieving the best outcomes for pupils.

Teacher-training

During the 2024-25 academic year, we supported five unqualified teachers in the School through their Initial Teacher Training (ITT) to gain QTS with the University of Buckingham and guided three qualified members of our teaching staff through the first year of their Early Career Teacher (ECT) induction course, and a further three through their second ECT year. Our highly experienced mentors and Lead Mentor carried out relevant training for their roles. We were supported by the Independent Schools Teacher Induction Panel (ISIP) who monitor our work in this area to ensure compliance and quality.

INSET training

- Sept 24: New staff induction, Safeguarding update, Data practices and protection, Ollie Foundation training, GDPR sentry, IT training, Annual Reviews/ Mentoring, Prevent, New pupil induction
- Jan 25: Professor Courtenay Norbury (UCL) 'Language and Transition', interdepartmental discussion around Language development, Pension and benefits updates, Safeguarding training, Educare course (Child Exploitation)

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- April 25: Societal challenge, BFL development, 'Flying Child' Safeguarding (Child Sexual Exploitation), Coaching for BOS and new to role academic HODs, Digital Strategy, JCQ online training, Unifrog Careers platform training

New Staff Induction

The School continued to operate a comprehensive induction and training programme for all new employees, with special focus areas for those whose roles are involved in the delivery of teaching, therapy, classroom or teaching department support, or the residential provision, especially promoting employees' understanding of, and competence in meeting the needs of pupils with Developmental Language weaknesses, Specific Learning Difficulties, and associated conditions. New staff benefit from a structured induction process, including buddy/mentor allocation, weekly training sessions and scheduled probation review meetings at 3, 6, and 9 months, ensuring comprehensive support throughout their first year.

Professional Qualifications

More House School has taken advantage of fully-funded National Professional Qualifications (NPQs), with two staff successfully completing programmes during the 2024-25 academic year and two continued on a programme.

- 1 X NPQLBC (National Professional Qualification in Leading Behaviour and Culture), to be completed Oct. '25
- 1 X NPQLT (National Professional Qualification in Leading Teaching and Learning, in a subject, year-group or phase), completed Oct. '24
- 1 X NPQSL (National Professional Qualification for Senior Leadership), completed April '25
- 1 x NPQSenco (National Professional Qualification for Special Educational Needs Coordinator), to be completed Oct. '25.

During the course of the year, five members of the residential staff team have been supported to study a NVQ level 3, and another for the NVQ level 5 (management), all in Residential Care.

One member of staff completed the Helen Arkell Dyslexia Charity's Level 5 PGDip. SpLD.

Other training opportunities

Other training to support the School's staff has included:

- Mandatory training courses in many areas.
- Exam board and subject training courses.
- Learning Development Centre staff HCPC (Health Care Professionals Council) accreditation update courses for Occupational Therapists and Speech & Language Therapists.
- CPD visits to other schools.

Accredited CPD courses

The School supported its staff and other, external professionals, to develop their understanding and skills relating to pupils with Specific Learning Difficulties, Developmental Language Disorder, Autism and associated Special Educational Needs, through its suite of Level 3 and Level 4 CPD Standards externally accredited training and awards. These professional-development programmes are designed, published and delivered by More House School.

- Level 3 Award 'Effective SEND Support
- Level 3 Award 'Executive Function'
- Level 4 'Approaches to SEN in the classroom'

Learning Beyond the Label and Using the Class Mapping Tool training courses

The School recognises the unique higher level knowledge base in SEN, and in order to share this for the benefit of a broader cohort, developed a course, launched in September 2023, introducing practitioners to supporting SEND through the support of key cognitive functions and reflecting the evidence base from the University of Cambridge's CALM (Centre for Attention, Learning and Memory) research project. All new employees completed this course as part of their induction and it has been made available to practitioners in mainstream and other specialist providers. The Using the Class Mapping Tool course was launched in May 2025 to accompany the innovative Class Mapping Tool approach to supporting SEND pupils in the context of whole classes.

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Outreach Activities

The 2024–25 academic year has been marked by strategic growth and deepening impact across outreach provision at More House School. The training team has delivered a broad and inclusive programme, refined and developed training resources, increased involvement in university research projects and expanded external partnerships. Notable developments include the launch of the More House Practice Model and increasing the contacts on the Outreach mailing list. The team's work continues to align with the School's development plan and five-year strategy, with clear evidence of impact and responsiveness to evolving SEND challenges in the sector.

Lecturing/Training

Provision of external, Outreach training activities during the course of the year ending 31st August 2025 included:

ISA professional development - delivered 3 x Language is the Basis of Everything, Executive Function and SEND in the Classroom	Charterhouse conference attended by 120 teachers and SENDCOs, with focus on executive function, supporting SEND in Mathematics and pastoral support from MHS expert practitioners
INSET sessions run at 2 other schools and for a group of schools	'Learning Beyond the Label: An Introduction to Transdiagnostic support' delivered online
Level 3 Award: 'Effective SEND Support' and Level 4 Award: 'Approaches to SEND in the Classroom' delivered online to a range of More House and external professionals	'Learning Beyond the Label: Academic Support at Home' delivered online
Free-to-access Spotlight webinars for external professionals: 'Beyond the Label in the classroom', evidencing and sharing best classroom practice across English, Mathematics, Science and Humanities for KS2-5	Bespoke consultancy: Visits from SENCOs, senior leaders and teachers from a range of state (primary and secondary) and independent schools (prep and senior) coming to see the School or meet online
Winchester Uni PE PGCE student session delivery	I2i placements through a local MAT for 5 trainee teachers
Increased dissemination of the Class Mapping Tool through the ISC SEND conference, Charterhouse conference and work with schools, with over 100 schools taking a copy and planning to share it with their staff	Visits to other schools to meet staff, view lessons and tour the school

Research projects

- Beyond the Label Research with CALM (University of Cambridge and University of East Anglia)
 - o Developing a research plan and carrying out pilot research to gather preliminary data for a Nuffield funding application in March 2025. This included interaction for More House staff with Prof. Joni Holmes.

Consultancy project development

- Preparation for consultancy package throughout 2025-26 for a large independent HMC school, incorporating whole staff INSET, online course delivery, resources, bespoke workshops for a pilot group as well as coaching, exchange visits and placements and ongoing practice support.

Other events and projects

- Kim Wells: Development of Coaching skills for More House line managers, as well as introduction to coaching skills for new line managers and Business Operations Staff.

Parental training:

- Three sessions for parents were run in collaboration with FOMH (Chair: Kate McPherson) during 2024-25 using hybrid sessions in person and online on Wednesday evenings. 50-70 parents in attendance at each one, either in person or online.
 - o October '24: SET – Social and Emotional training
 - o January '25: Bettina Hohnen – The Incredible Teenage Brain
 - o May '25: Nutrition and Learning – Lucinda Miller
- The online course for parents 'Beyond the Label: Parental strategies for academic support' continues to be made available and is accessible by MHS parents free of charge

Safeguarding

Safeguarding arrangements for pupils are strong, proactive, and well embedded across the School. Early information-sharing with previous schools supports smooth transitions and early identification of concerns. Vulnerable pupils are clearly flagged on Engage, enabling tailored support and effective monitoring. Pupils are confident in using the Worry Button, with timely responses from staff, reinforcing a culture of listening and support. Safeguarding is highly visible through pupil-friendly posters, regular reminders about trusted adults, assemblies, and termly reinforcement of reporting processes. Multi-disciplinary CREW meetings ensure collaborative oversight of pupils of concern. Robust online safety measures, including Impero, Smoothwall, and boarding device checks, further strengthen pupil protection.

Safeguarding is a core priority for staff, underpinned by comprehensive induction, regular training, and clear reporting systems. New staff receive MHS-specific safeguarding training alongside statutory modules, with ongoing Educare courses reinforcing key themes. Face-to-face inset training 'Why Language matters' as well as external specialist training on Suicide Prevention delivered by the Ollie Foundation and *The Flying Child Project* session on child sexual abuse and annual KCSIE Part 1 knowledge checks ensure staff confidence and accountability. Reporting mechanisms for safeguarding and low-level concerns are well established and effectively monitored. Regular communication through *The Lookout* newsletter keeps staff informed of emerging risks and guidance.

Parents are kept informed through the termly *Lookout* safeguarding newsletter, targeted communications, and accessible safeguarding policies. The School continues to explore parent workshops, particularly around online safety and SEND, with plans to deliver targeted sessions when feasible.

The DSL team provides strong oversight through regular meetings, effective case management, close liaison with external agencies, and rigorous record-keeping via CPOMS. Supervision, SCR checks, and reporting to the Safeguarding, Governance & Welfare Committee support robust governance. Policies are regularly reviewed and updated, and the DSL team actively engages in professional development to remain informed of emerging safeguarding risks.

Filtering and monitoring systems are robust, regularly reviewed, and exceed statutory minimum requirements. Clear responsibilities between IT and safeguarding staff ensure effective oversight, real-time monitoring, and prompt action when concerns arise.

Looking ahead, the School plans to strengthen pupil voice through targeted safeguarding and wellbeing surveys, using the findings to inform safeguarding planning, pastoral support, and inspection evidence, alongside considering more structured check-ins for vulnerable pupils. Staff engagement will be developed through a safeguarding staff survey, clearer and more structured communication, and low-burden activities to reinforce safeguarding awareness, with a paper reporting option introduced for staff without regular IT access from September 2025. Parental engagement will be strengthened by increasing the visibility of *The Lookout* and continuing efforts to deliver parent workshops, particularly focused on online safety and SEND. Within the DSL team, there is a clear recognition that operational demands have limited strategic development, with a forward focus on embedding improvements as capacity allows, extending supervision, and continuing annual reviews of filtering and monitoring arrangements in line with statutory guidance.

The December 2024 inspection highlighted:

'The designated safeguarding lead (DSL) is exceptional. Her dynamism and enthusiasm are pivotal to the creation of the provision's excellent safeguarding culture. The DSL has broadened the scope of safeguarding to tackle issues at an early stage, empowering staff to help pupils early on. The DSL keeps staff and governors up to date with training and the latest safeguarding issues. The DSL produces a fantastic online safeguarding update. This covers e-Safety and current safeguarding topics such as spiked vapes, male body image and pupils' mental health. The guide is interactive and includes links to make information highly accessible.

Leaders' oversight of safeguarding is strong. The staff meet often at staff meetings to track safeguarding concerns and actions for pupils. One social care professional said that the DSL has, 'An excellent grasp' of the challenges a pupil's family may face.

Pupils are highly confident in raising concerns. The DSL has produced a new 'worry video' for the pupils. This helps guide pupils on where to go to speak to key adults when they have a worry. This is particularly helpful given the needs of the pupils and helps them to break down barriers to access help. There is also a 'worry button' available to pupils on the provider's intranet where they can raise concerns. Pupils say that they would happily raise concerns with staff directly if they needed to.

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Staff are acutely aware of the risks for pupils online. There are highly effective filtering and monitoring systems in place to reduce risks to pupils. The DSL has a keen focus on emerging risks. They are working proactively with the ICT department to skill up staff to be alert to these developments.

Leaders manage concerns about staff effectively. When there was a concern about the conduct of a non-contact member of staff this was shared with partner agencies. The concerns were investigated thoroughly, and the school's procedures followed. There have been no serious concerns about staff in the residential provisions. Low level concerns are managed well. Leaders in the provision promote a strong learning culture which involves discussions with the pupils and staff involved. The head teacher and DSL have excellent recording and oversight of the concerns.'

Ofsted, December 2024

Other achievements

Engagement in our community

Promoting amongst our pupils responsibility for the less fortunate in our international society has continued to be a very important element of the School's activities.

In the year ending 31st August 2025, the More House School community donated £10,824 to charitable causes, supporting the following charities:

Dogs for Autism	Salvation Army
Dementia UK	Marie Curie
Helen Arkell	Great Ormond Street Hospital
Space to Grow	

Staff and Structure

During this year, the teachers' pensions changes settled into place along with the new Royal London pension offering. There was also considerable work in preparing for a new approach to teachers' pay scales, which is due to be implemented in 2026. In other areas of the School, what was called 'Support Staff' was renamed 'Business Operations Staff' to better reflect the criticality and business mindset needed from the change. Other than that, the major changes centred around the creation of a new Head of School role. This new role allows the current Headmaster to focus in on the strategic elements required of the School by allowing the new role to run the School operationally. Due to the unique nature of this role, More House are delighted that the current Deputy Head (Pastoral), Lewis Clarkson, will be stepping up into this role from September 2025.

Performances

In February 2025, senior years pupils staged their musical theatre production, *Peter Pan*, following on from their previous success of *Twelfth Night Fever* the previous year. Due the traditional nature of this performance, this was not, as the preceding two years, taken to the Edinburgh Fringe, however, plans are already afoot for More House to attend the Fringe in 2026.

The School's musicians performed at the Frensham Fayre, providing entertainment for the crowds with the Steel Pan Band and the Jazz Band. They also provided music at the Christmas and Easter services, and at a multitude of concerts and other events throughout the year.

Capital projects

The two main projects in scope for this period were:

- St Matthew's Science Blocks
- All weather sports surface, roadway and pavilion

The first of these saw the current buildings demolished, with over 90% recycled, and then, thanks to the proactivity of Kingswell Limited, a new 2-D building designed and installed in the same place over the summer holiday months. The fact that that the whole building was

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installed over that two-month period was outstanding. The new building in place is of energy efficiency classification A+ and offers a wonderful new flexible space, predominantly for exams, but for many other reasons too. This building is fully solar fitted with internal batteries to boost the energy approach.

Following the successful award of planning permission by Waverley Council in November 2024, work has been ongoing as to the next steps for the 3G pitch, pavilion and roadway. Local engagement was carried out with neighbours on our site, and concerns heard and captured, however, the ability to now envision a winter where our boys aren't hugely limited in their sporting offering is so very exciting, and this 3G pitch will resolve those issues once built.

Since November, early investigatory works has been done with a number of potential contractors, and methods of assuring the delivery of a robust solution. This caused More House to seek planning and delivery expertise to act as our partner to ensure this project is delivered to the highest quality and timeliness. As such, More House looked at alternatives towards the end of this accounting period, and nominated WWA Ltd shortly into the next year.

The 3G pitch will be transformative for More House boys, and for our general provision, to day and boarding pupils alike.

School and Community

More House School continued to provide an essential resource to the local and wider community. The School confirms that it has had regard to the Charity Commission's guidance on Public Benefit. Through the year ended 31st August 2025 more than 500 pupils were educated by the School. Those pupils came from a wide breadth of social backgrounds and from a wide geographical area. 74% of the parents made no financial contribution to their sons' educations since, owing to the severity of the young persons' special educational needs, those placements were funded by local authorities – approximately thirty separate local authorities. The School afforded discounts to local authorities funding places in the School dependent on the total number of pupils funded by each authority. A third of pupils in the School were funded privately, and approximately a fifth of pupils received discounts. Sixth Form students are provided discounts relevant to the time spent in the School prior to entering the Sixth Form, and this support is afforded to privately funding families and to local authorities alike. During the same period, with grateful thanks to a key donation at the very end of the preceding year, a bursary fund was created for unique predicaments for our boys and their families. Towards the end of the year, two bursaries were awarded to support hardship instances for these particular families.

During the 2024-25 academic year, the School continued to support other educational professionals and their students far beyond the school's gates, through the provision of free-of-charge, specialist SEND training as highlighted above in our Outreach activities.

Also in this period, other notable activities included the Schools support for pupils to World Challenge with the expedition this year operating in Tanzania. Equally, the annual ski trip was again an outstanding success, as was the introduction of the More House Apiary, with four bee hives in operation by the end of the year supplying honey to our pupils, parents, staff and local community.

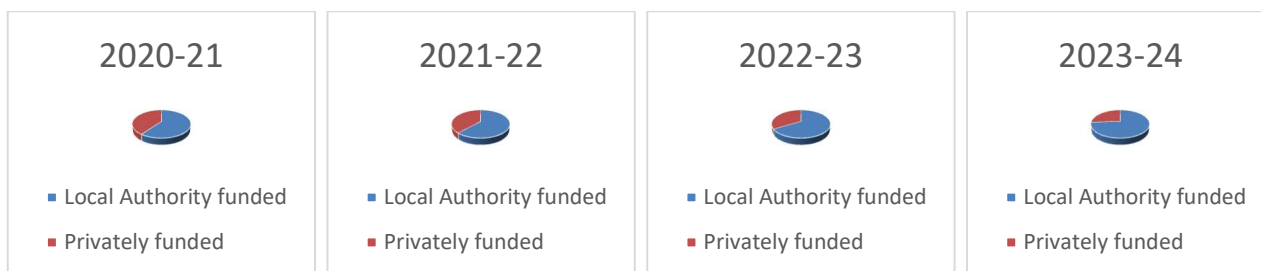
Additionally, More House School supports a variety of other schools and charitable trusts by sharing expertise directly through serving on committees and boards. These include several state-maintained and non-maintained school governorships and independent school governorships, serving on the CReSTeD pre-registration committee, serving on the Independent Schools Council Advisory Group – SEND (Special Educational Needs and Disabilities), serving as a trustee and director of the Independent Schools Association, trusteeship of the Helen Arkell Dyslexia Charity, and Safeguarding Officer for local children's sports clubs and for the Guildford Diocesan Guild of Church Bell Ringers.

The School has continued to support the local community, and especially youth groups, through the provision of specialist facilities and accommodation free of charge. During the 2024-25 academic year this included providing free access to sports pitches and training for Churt Juniors Football Club, free use of sporting facilities for the Hampshire Youth Disability Cricket programme, free use of our Music and Drama facilities for Farnham Music and Drama, and free use of our Music facilities for Farnham Youth Choir.

Strategic report

The average number of pupils on roll during the year was 503, a slight increase from the previous year, but short of the 515 capacity approved by the Department for Education in the previous year.

Of those 503 pupils' placements, 74% were funded publicly, by approximately thirty different local authorities, for pupils in receipt of an Education, Health and Care Plan. This represented an increase from the preceding year, with indicators that some influence of this increase being a response to the Government's implementation of VAT on school fees, even for specialist provisions such as More House.



VAT

In October 2024, the Labour Government notified all independent schools that the payment of school fees would incur a new tax, applied through the Value Added Tax (VAT) scheme, from 1 January 2025. This resulted in a significant amount of work from the Finance team to re-structure the organisation's financial structure, ably supported by HaysMac and others. The accounts were restructured in the best way for ease of management and operations. With approximately two-thirds of our pupils educated under an EHCP, the VAT element is payable by the placing local authority; however, for the remaining one third of parents, this VAT represented a significant increase in costs to families. This, however, only resulted in the loss of two pupils directly citing the VAT change; testimony to the value placed by such families on access to a More House education.

School Development Plan

The School Development Plan continues to focus on pupils' progress and outcomes through the development of teaching and learning, pastoral development, support of the staff, training, mentoring, and communications, and also facilities, finance and IT developments. However, as will be described below, this focus on pupils' progress and outcomes will now be realised through the in-year delivery of the new five-year strategy, underpinned in all areas by More House School's commitment to the relentless pursuit of excellence.

Staff and professionals' training

More House School remains committed to the effective training and continued professional development of its staff. Transferring the School's approach to supporting the professional development of its employees to a coaching model is an important School Development Plan project. Continued external training for all employees, and for managers has been conducted. A coaching lead was appointed one day a week beginning June 2024, who established an 'Eight Strands of Coaching' approach, built a coaching champions team and produced a strategic plan for a period up to July 2026.

A professional development review approach was implemented during 2024-25, with all staff across the organisation invited to complete a self-review assessment before meeting with a reviewer to identify successes from the previous year and to plan objectives for the coming year. This review approach will be used once more in the coming year.

The techniques and structures employed at More House School at superb value-for-money, represent a wholly different, tailor-made approach to the education of SEND children. This is the School's USP, and, along with the fully engrained raison d'être for transformational outcomes, this is a model that More House wishes to share further in the future. This, as yet relatively untapped stream through development of the Beyond the Label educational ethos, represents an exciting opportunity for More House and other schools (state-maintained and independent) to empower more SEND children across the UK, and transform their futures.

Capital development

The nature of the School site requires ongoing commitment to the maintenance and development of the School's fabric and facilities. Of particular focus for the immediate future are the projects of;

- St Matthew's redevelopment. Following completion of this building across the summer period, this now needs to be supported on being brought into use, and any changes needed.
- All weather sports surface, pavilion and roadway. With the project kick-off initiated this year, and the selection of the delivery partner of WWA, the plan is coming together for the commencement of construction in the summer of 2026 (following a ceremonial commencement at Founder's Day in July 2026). The current surface suffers from waterlogging issues during the winter, and has no lighting provision. This new surface will be designed primarily for football and hockey, but will be used for a whole variety of other sports, activities and play. The associated pavilion will add a much-needed space for changing and post-match events.. Combined with a new road structure, car charging points, but also with a full environmental approach to tree planting and consideration, this represents the most exciting development in the School for nearly 10 years.
- Don Bosco. This wooden building complex of a series of classrooms is requiring increased maintenance activities to keep it running. Assessment suggests that it will be economically unviable as a teaching and learning space within five years and will need replacing. Deep in the heart of the School landscape, this will feature in the Strategy for both investment and alignment in the Whole Site plan, which will be delivered in 2026.

Expansion

The ambition to afford access to a More House education for a much wider population of children and young people with Specific Learning Difficulties, Developmental Language Disorder and associated special educational needs remains strong, and the School continues to investigate possible avenues to expanding the provision through the opening of a second school site. Enabling access for female pupils is a key aspect of this ambition, recognising the lack of suitable provision for intelligent children, of both sexes, who benefit from a mainstream, academic curriculum delivered in a manner which supports their cognitive profile and learning difficulties, and the Headmaster stated this aim clearly at this year's Founder's Day, to the entire School community.

As such, the new strategy developed for activation in September 2025 outlines two key steps in achievement of this:

- Identification of a point in time when the School is ready to react to specific opportunities. This depends on clarity around financial resilience and options for realising increased funding to support such a move, as well as modelling and refinement of the aims of such expansion.
- Identification of a point later in time that represents the School's intent, should it not have found an opportunity, to change the approach to actively looking and creating opportunities for expansion.
-

Strategy & Future Plans

Following a considerable amount of work towards a comprehensive strategy, the Governors agreed a strategic approach commencing September 2025, centred around the following three goals for 2030:



This will be achieved through the following five Strategic Themes:

Strategic Themes				
Educational Excellence	Quality Staff Delivery	Diverse Outreach	Broader Audience	Capital & Resource
<i>Our Core Offer</i>	<i>Our People</i>	<i>Our Outreach</i>	<i>Our Impact</i>	<i>Our Resource</i>
<ul style="list-style-type: none"> Secure the educational base Deliver Independence curriculum Deliver full SEN curriculum Boarding full integration Boarding excellence LDC Consultancy Continuous Improvement 	<ul style="list-style-type: none"> Metrics for staff involved in Outreach Parental Training Structured Secondments State sector identified MH to embed teachers Thought Leadership 	<ul style="list-style-type: none"> Tiered Outreach development / increase The More House quality standard Full consultancy offering International outreach / development 	<ul style="list-style-type: none"> University Partnering Overseas partnering More House Assessment centre Expand More House to second site [enabling girls] 	<ul style="list-style-type: none"> Net Zero Financial constructs / investments Fit For Growth [efficiency] Lettings commercialisation Partnering construct More House Group construct

This has been set out in a detailed 'tube map' outlining the complexities and dependencies between these five themes. Operational delivery of this will be via:

- The School Development Plan (SDP). A new approach to this will bring about a focus in on the strategy for delivery in-year.
- A changed approach to the drum beat of the Senior Management Team (SMT) whereby one SMT meeting each month will be dedicated to the progression of the strategy within the SDP annual boundaries.
- A series of cross-staff working groups to empower delivery of this and spur innovation and development. These will be held on regular basis.

Some key areas of focus on future plans inside this strategy include:

- LED replacement programme, with the intent to have converted the whole site by April 2026.
- Pupil devices programme, with the intent to have a programme live and operational for pupils by September 2026 based on a full digital strategy following a depth study as to the most suitable approach considering the unique SEND needs for our children.
- Implementation of a pilot Assessment Centre by September 2027 to support parents of any children requiring assessment for any child with regards SEN. This will not be funded through core School costs.
- Restructuring our financial approach for resilience going forward.

Risk

Risk management in More House School is considered regularly at Core Leadership Group (CLG) and Governor levels to ensure sufficient consideration is being applied. A change in the previous year to the risk framework has seen the risk register reviewed and updated for a more considered pre- and post-mitigation assessment of the key risks the organisation faces.

Prior years identified and framed risks surrounding VAT and business rates changes, which have now occurred, but whose effects have been mitigated to the best opportunity. Whilst the School had no choice but to pass on the 20% VAT to parents and local authorities, we have absorbed the business rates changes and have sought to continue to reduce costs across the estate.

Other key risks revolve around the following areas, all of which have been assessed to be mitigated to acceptable levels:

- Educational standards. Decline in this key corner stone due to lowered teaching standards. This is carefully monitored through curriculum policy reviews, multi-layered teacher training, monitoring, and careful oversight by the Teaching, Learning and Therapy governing committee with relevant skilled Governors involved.
- Boarding Reduction. The boarding provision has seen a slight continuation in reduction. Whilst this remains in line with National trends, the level of marketing for boarding purposes is low, and hence a specific line of the strategy is focussing on arresting this decline and hence mitigating the impact.
- Recruiting talent (including loss of key talent). The need to attract, recruit and retain the right talent remains a constant task. Affording the right pay level, review of conditions and offering, as well as weekly review of the recruitment status at CLG and termly consideration by the Governors provides a strong backstop to the process.
- Loss of data, IT breach, or cyber-attack. Strong proactive steps taken in recent years provide a robust and resilient approach here from the highly skilled IT Services team. Regular training and testing of the systems and our staff ensure sufficient awareness and reporting and systems redundancy, on multiple levels assure our data and business continuity.

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- Fire. A robust approach to fire prevention, with weekly checks in place, as directed by standard best practices with termly whole school fire alarms for day and boarding allows the best mitigation against fire. The fire alarm systems remain robust and well managed with the Health and Safety committee providing termly oversight.
- Accidents and injuries. These are monitored via registers and actively considered regularly to reduce such risks as much as possible in collaboration with key staff, such as our on-site medical team, estates manager, catering manager and Director of Sports. The Health and Safety Committee review this on a termly basis.
- Fraud. Strong checks remain in place to prevent this with multiple layers of controls throughout. Supported by strong banking controls, authorisation method, and procurement checks, this is also monitored by the Finance and General Purposes committee.
- Loss of income. Reviewed permanently through the continued Admissions team push to achieve the maximum student numbers each year, the offering the School provides is under permanent self-scrutiny, and evidenced throughout the year with the various inspections carried out.
- Governmental changes to SEN provision. Only coming to light at the very end of the period, the Government's intent to rationalise the SEND provision for children in the UK is likely to propose adverse impact on the operations of More House School. The School will seek to inform and prevent this risk using its strong influence in the area, whilst developing options to mitigate any impact on the current high dependency on EHCP funding.

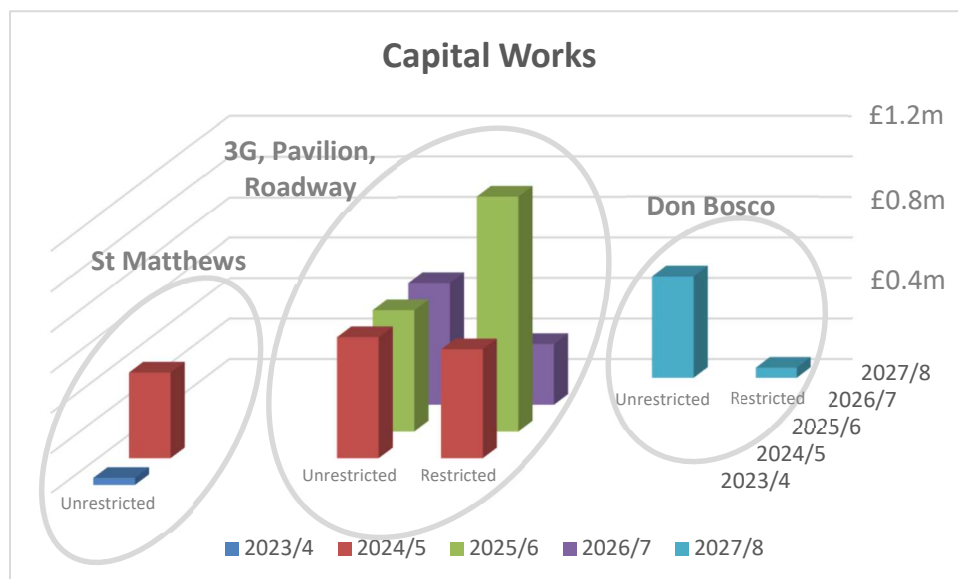
Finance Review

Total gross income for the year ended 31 August 2025 increased to £12.4m (2024: £11.6m), a rise of £0.7m. The School's principle source of income is the charitable income from school fees and other income, which increased to £12.1m (2024: £10.6m), a rise of just under £1.5m.

In 2023–24, the School benefited from significant one-off restricted donations of £1.0m, designated for specific purposes. Restricted donation income reduced to £0.2m in 2024–25, reflecting the exceptional nature of the prior year's funding. The unrestricted operating position year ended 31 August 2025 was £0.9m surplus (2024: £26k deficit), of which, £750k is allocated to a new Designated Fund for capital works. This fund has been approved by the Governors to ensure we maintain visibility of unrestricted funds which are to be used for key infrastructure, in this case, the new 3G pitch, pavilion and roadway.

The School has significant capital requirements to maintain and enhance its infrastructure. Priority projects include the 3G pitches, sports pavilion and roadway, which is estimated to require investment approximately £3.8m. Additionally, the School's capital roadmap for the next two to five years requires similar funding levels in the range of £3m to £5m, including projects such as the replacement of the Don Bosco maths block of buildings and further estate improvements.

The Income / Expenditure / Surplus for these two years demonstrates the arrestment of the 5 year decline to stabilise the Charities future. In the prior year, this loss was masked by the kind donation of £1m restricted funds, whilst this year, the return to surplus includes the necessary creation of a designated fund to ringfence critical infrastructure needs, for this three year period, focussed on the creation of the 3G pitch, pavilion and roadway. This is well demonstrated in the following.



Fundraising

A new Development Department was established at More House School in September 2024. Fundraising during the year has built strong momentum, with the launch of the *More Than a Pitch* campaign to support the creation of transformational new sports facilities on the School site. By the year end, the campaign had reached £196,615 towards its £1 million target, all of which are restricted donations, and are accounted for in the Restricted Sports Facilities Fund.

This fundraising success has been achieved through a combination of transformational philanthropy, family support and targeted grant activity. A clear strategy for the forthcoming year has been developed to engage the wider school community through fundraising activities, events and ambassador-led initiatives. Alongside this, a focused programme of trust and foundation applications is underway, with further opportunities identified to support the next phase of the campaign and the development of the new sporting facilities.

Alumni Community

This year has seen important progress in building a connected and aspirational More House Alumni Community. Work is well underway to launch the new More House School website, planned for early 2026, providing a welcoming and inclusive space for former pupils to reconnect, share experiences and contribute to school life. Alumni involvement is also being actively linked to careers guidance and mentoring opportunities, enabling former pupils to inspire and support current boys. The growing collection of alumni stories and planned reunion events reflect a renewed commitment to maintaining lifelong relationships with former pupils that celebrate individuality, resilience and the enduring More House spirit.

Investment powers, policy, and performance

The income and property of the company whencesoever derived shall be applied solely towards the promotion of the charitable objects of the company as set forth in the Memorandum. To achieve this, the School aims to implement an efficient structured and effective method of working to ensure More House School finances are kept safe and secure so as they can be made readily available to service the growing needs of the School. Investment regarding capital projects is authorised by the Board of Governors in conjunction with recommendations from the Finance & General Purposes Committee. More House School's Financial Policy is for progression of the School to be achieved only as funds allow without the aid of additional borrowing. Here at More House educational needs must always be the driving influence. We are always attentive to the opportunities available that will optimise the teaching our students receive and the learning potential that can be gained. Financial management will show evidence whether sufficient funds can be made available to change a suggested possibility into reality. This policy has proved its worth over the many years that More House School has been growing and adapting itself to the 'futures' environment. Using external funding for the purchase of external assets such as land and housing which could in the future be sold off without detriment to the School is permissible under this policy.

Reserves

The School's policy is to maintain reserves totalling three months of full staff costs. At the end of this accounting year, this represented £2,269,317, equivalent to 18.8% of income, unrestricted funds (2024: £2,024,002 equivalent to 19% of income, unrestricted funds). These funds are kept in a separate account, and changes to the accounts for the School late in this accounting period now allow for higher interest to be drawing from monies held on account for longer periods of time.

As with other schools, our cash flow is affected by our timing of the fees and receipts of payments from parents and Local Authorities. This has been further complicated in this accounting period with Education becoming a taxable supply for VAT, however, the School remains exposed to Local Authorities withholding payments, or paying late, with one local authority taking almost the entire year to settle their debts for their children, and as such, hold an extra reserve amount accordingly.

At the end of the accounting period, the School held general reserves of £3,500,488 (2024: £3,250,306). The School also has a designated the sum of £11,205,022 in a fixed asset fund (2024: £11,354,696), which represents the historic investment in the fabric of the estate and is therefore not deemed to be readily available. Additionally, the School has designated the sum of £750,000 in a capital works fund, which is to fund future capital projects required by the School and is also therefore not deemed readily available.

2024/25 Reserves		
Unrestricted		Restric...
£11.2m	£2.3m	£0.6m
	3 months operating reserves	Facilities Fund
	£1.2m	£0.5m
Designated Fund, Fixed Assets (Infrastructure)	Remaining general fund	Bursary Fund
	£0.75m	Sports Facilities Fund
	Designated Fund, Capital Works	

Statement of Governors' Responsibilities

The Governors, as directors of the charitable company, are responsible for preparing the Governors' Report and the financial statements in accordance with applicable law and regulations.

Company law requires the directors to prepare financial statements for each financial year. Under that law the directors have elected to prepare the financial statements in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these financial statements, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

So far as each of the directors is aware at the time the report is approved:

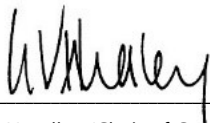
- there is no relevant audit information of which the company's auditors are unaware; and
- the directors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

AUDITORS

A resolution proposing the re-appointment of Azets Audit Services Ltd as auditors to the company will be put to the annual general meeting.

In approving this Governors' Report, the Governors are also approving the Strategic Report included here in their capacity as Company Directors.

Approved by the Board of Governors at its meeting on 23/03/2026 and signed on its behalf by:



30/04/26

Glenn Handley (Chair of Governors)

**INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF
THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL**

Opinion

We have audited the financial statements of The Gard'ner Memorial Limited (the 'school') for the year ended 31 August 2025 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2025 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the school in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the school's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of our audit:

- the information given in the trustees' report for the financial year for which the financial statements are prepared, which includes the directors' report prepared for the purposes of company law, is consistent with the financial statements; and
- the directors' report included within the trustees' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the school and its environment obtained in the course of the audit, we have not identified material misstatements in the directors' report included within the trustees' report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies regime and take advantage of the small companies' exemptions in preparing the trustees' report and from the requirement to prepare a strategic report.

Responsibilities of trustees

As explained more fully in the statement of trustees' responsibilities, the trustees, who are also the directors of the school for the purpose of company law, are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. In preparing the financial statements, the trustees are responsible for assessing the school's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities is available on the Financial Reporting Council's website at: <https://www.frc.org.uk/auditorsresponsibilities>. This description forms part of our auditor's report.

The Gard'ner Memorial Limited known as More House School

Report and Accounts for the year ended 31st August 2025

Extent to which the audit was considered capable of detecting irregularities, including fraud

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above and on the Financial Reporting Council's website, to detect material misstatements in respect of irregularities, including fraud.

We obtain and update our understanding of the entity, its activities, its control environment, and likely future developments, including in relation to the legal and regulatory framework applicable and how the entity is complying with that framework. Based on this understanding, we identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. This includes consideration of the risk of acts by the entity that were contrary to applicable laws and regulations, including fraud.

In response to the risk of irregularities and non-compliance with laws and regulations, including fraud, we designed procedures which included:

- Enquiry of management and those charged with governance around actual and potential litigation and claims as well as actual, suspected and alleged fraud;
- Reviewing minutes of meetings of those charged with governance;
- Assessing the extent of compliance with the laws and regulations considered to have a direct material effect on the financial statements or the operations of the entity through enquiry and inspection;
- Reviewing financial statement disclosures and testing to supporting documentation to assess compliance with applicable laws and regulations;
- Performing audit work over the risk of management bias and override of controls, including testing of journal entries and other adjustments for appropriateness, evaluating the business rationale of significant transactions outside the normal course of business and reviewing accounting estimates for indicators of potential bias.

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

Azets Audit Services

Debra Saunders Bsc FCA (Senior Statutory Auditor)

For and on behalf of Azets Audit Services, Statutory Auditor

Chartered Accountants

Ashcombe Court
Woolsack Way
Godalming
Surrey
GU7 1LQ

1 May 2026

**STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 AUGUST 2025**

		Unrestricted General Funds	Unrestricted Designated Funds	Restricted Funds	Total 2025	Total 2024
	Notes	£	£	£	£	£
INCOME FROM:						
Charitable activities:						
- School fees receivable	1	11,642,053	-	-	11,642,053	10,260,103
- Other school income	2	416,462	-	-	416,462	328,842
Investments – interest		44,146	-	54,145	98,291	30,825
Voluntary sources:						
- Appeal and other donations		147	-	220,698	220,845	1,025,069
		-----	-----	-----	-----	-----
		12,102,808	-	274,843	12,377,651	11,644,839
		-----	-----	-----	-----	-----
EXPENDITURE ON:						
Raising funds:						
- Fundraising and development		36,623	-	-	36,623	13,691
- Finance and other costs		117,385	-	-	117,385	150,421
		-----	-----	-----	-----	-----
		154,008	-	-	154,008	164,112
Charitable Expenditure:						
School operating costs						
- Teaching costs		6,590,630	-	23,832	6,614,462	6,131,118
- Boarding and catering		1,520,341	-	-	1,520,341	1,470,638
- Premises		1,624,456	-	-	1,624,456	1,585,471
- Support and governance costs		1,362,865	-	-	1,362,865	1,311,736
		-----	-----	-----	-----	-----
Total expenditure	3	11,252,300	-	23,832	11,276,132	10,663,075
		-----	-----	-----	-----	-----
Net Income		850,508	-	251,011	1,101,519	981,764
Transfer between funds	13	(600,326)	600,326	-	-	-
		-----	-----	-----	-----	-----
Net movement in funds		250,182	600,326	251,011	1,101,519	981,764
RECONCILIATION OF FUNDS						
Total funds brought forward		3,250,306	11,354,696	1,023,620	15,628,622	14,646,858
		-----	-----	-----	-----	-----
Total funds carried forward	13	£3,500,488	£11,955,022	£1,274,631	£16,730,141	£15,628,622
		=====	=====	=====	=====	=====

A summary Income and Expenditure account has not been prepared as this information is given above. The results above are in respect of continuing activities.

The notes on pages 35 to 45 form part of these financial statements. Refer to Finance Review on page 21 for more information regarding operating performance and capital funding requirements.

The Gard'ner Memorial Limited known as More House School
Report and Accounts for the year ended 31st August 2025

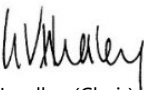
BALANCE SHEET

AS AT 31 AUGUST 2025

COMPANY NUMBER 523768

	Notes	2025		2024	
		£	£	£	£
FIXED ASSETS	5		12,885,773		13,069,691
CURRENT ASSETS					
Debtors	6	1,078,284		139,154	
Cash at bank - Restricted		1,274,631		1,023,620	
Cash at bank - Unrestricted, Designated		750,000		-	
Cash at bank - Unrestricted, General		5,144,537		4,412,931	
		-----		-----	
		8,247,452		5,575,705	
CREDITORS: Amounts falling due within one year					
Fees in advance		(1,185,725)		(761,204)	
Other creditors	7	(1,570,608)		(570,575)	
		-----		-----	
		(2,756,333)		(1,331,779)	
NET CURRENT ASSETS			5,491,119		4,243,926
			-----		-----
TOTAL ASSETS LESS CURRENT LIABILITIES			18,376,892		17,313,617
CREDITORS: amounts falling due after more than one year					
	8		(1,646,751)		(1,684,995)
			-----		-----
TOTAL NET ASSETS			16,730,141		15,628,622
			=====		=====
FUNDS:					
UNRESTRICTED FUNDS	13				
– GENERAL			3,500,488		3,250,306
– DESIGNATED, FIXED ASSETS			11,205,022		11,354,696
– DESIGNATED, CAPITAL WORKS			750,000		-
			-----		-----
			15,455,510		14,605,002
RESTRICTED FUNDS	13		1,274,631		1,023,620
			-----		-----
TOTAL			£16,730,141		£15,628,622
			=====		=====

The financial statements were approved and authorised for issue by the Board of Governors on 23 March, 2026 and were signed below on its behalf by:

 30/04/26
Glenn Handley (Chair)

 30/04/26
Andy Routley (Deputy Chair)

**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2025**

		2025		2024	
	Notes	£	£	£	£
Cash flows from operating activities:					
Net income from restricted capital donations		250,760		1,008,088	
Net income from operating activities excluding restricted capital donations		2,132,720		846,748	
Net cash provided by operating activities	19		2,383,480		1,854,836
Cash flows from investing activities:					
Interest from investments		98,291		30,825	
Interest payable on loans		(107,193)		(126,760)	
Purchase of tangible fixed assets		(607,717)		(366,533)	
Proceeds from sale of tangible fixed assets		-		-	
Net cash used in investing activities			(616,619)		(462,468)
Cash flows from financing activities:					
Repayment of loan		(34,244)		(29,849)	
Net cash used in financing activities			(34,244)		(29,849)
Change in cash and cash equivalents in the year			1,732,617		1,362,519
Cash and cash equivalents at the start of the year			5,436,551		4,074,032
Cash and cash equivalents at the end of the year			£7,169,168		£5,436,551
ANALYSIS OF CHANGES IN NET DEBT					
		At 1 September 2024	Cash flows	Other non-cash changes	At 31 August 2025
		£	£	£	£
Cash at bank - Restricted		1,023,620	251,011	-	1,274,631
Cash at bank - Unrestricted, Designated		-	750,000	-	750,000
Cash at bank - Unrestricted, General		4,412,931	731,606	-	5,144,537
Cash at bank		5,436,551	1,732,617	-	7,169,168
Bank loans payable within one year	9	(30,000)	(4,000)	-	(34,000)
Bank loans payable after one year		(1,684,995)	38,244	-	(1,646,751)
Net cash / (net debt) position		3,721,556	1,766,861	-	5,488,417

The notes on pages 35 to 45 form part of these financial statements.

ACCOUNTING POLICIES
FOR THE YEAR ENDED 31 AUGUST 2025

a) Basis of Accounting

The financial statements have been prepared in accordance with the Statement of Recommended Practice for Charities (SORP 2015) (Second Edition, effective 1 January 2019, the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Gard'ner Memorial Limited More House School meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

b) Preparation of the accounts on a going concern basis

Having assessed the school's financial position and plans for the foreseeable future, the risks to which the School is exposed including the ongoing impact of the rising cost of living and inflationary pressures, and the detailed cash projections and budgets to August 2026, the Governors are satisfied it remains appropriate to prepare the accounts on a going concern basis. There are no material uncertainties regarding the School's going concern status.

c) Critical accounting judgements and key sources of estimation uncertainty

In the application of the accounting policies, Governors are required to make judgement, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the governors, no assumptions concerning the future or estimation uncertainty affecting assets or liabilities at the balance sheet date are likely to result in a material adjustment to their carrying amounts in the next financial year.

d) Income recognition

All income is recognised once the School has entitlement to the income, it is probable that the income will be received and the amount of income can be measured reliably.

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Voluntary incoming resources are accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, donation income is credited to the relevant restricted fund and incoming endowments are accounted for as permanent trust capital or expendable trust capital, according to whether the donor intends retention is to be permanent or not.

Investment income from bank balances and fixed interest securities is accounted for on an accruals basis.

ACCOUNTING POLICIES
FOR THE YEAR ENDED 31 AUGUST 2025

e) Government grants

Government grant income represents the total amount received from the Department of Education, including such schemes as the Coronavirus Recovery Scheme.

f) Expenditure

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the SoFA is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Governance costs comprise the costs of complying with constitutional and statutory requirements. Irrecoverable VAT is included with the item of expenditure to which it relates.

g) Fixed Assets

All fixed assets are stated at cost less depreciation. Expenditure on fixed assets is capitalised where the cost (or the value if donated) is in excess of £5,000.

Depreciation is provided to write off the cost of fixed assets, other than freehold land, using the following methods:

Freehold buildings	- 50 years
Furniture and equipment	- 10 years
Computer equipment	- 4 years
Motor vehicles	- 5 years
Leased assets	- Over the life of the lease

h) Hire Purchase and Finance leases

Assets obtained under hire purchase and finance leases are capitalised as tangible fixed assets. These assets are depreciated over the shorter of the lease term and their useful lives. Finance leases are those where substantially all of the benefits and risks of ownership are assumed by the company. Obligations under such agreements are included in creditors net of the finance charges allocated to future periods. The finance element of the rental payment is charged to the Statement of Financial Activities so as to produce a constant periodic rate of charge on the net obligations outstanding in each period.

i) Pensions

Retirement benefits to employees of the School are provided through three pension schemes, one defined benefit and two defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The Teachers' Pension Scheme - this scheme is a multi-employer pension scheme. It is not possible to identify the School's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable.

The defined contribution pension schemes are with NEST and Royal London. Employer's pensions costs are charged in the period in which the salaries to which they relate are payable.

ACCOUNTING POLICIES
FOR THE YEAR ENDED 31 AUGUST 2025

j) Funds

The different funds are defined as follows:

- Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.
- General unrestricted funds are those funds available to the School for its general purposes.
- Designated unrestricted funds are those funds available to the School for its designated purposes.

It is the policy of the governors to retain in unrestricted funds, amounts which in their judgement, can help to mitigate the short-term effects of income volatility and retain funds to generate sufficient income to meet current and future operational activities of the School.

The School has a designated the sum of £11,205,022 in a fixed asset fund (2024: £11,354,696), which represents the historic investment in the fabric of the estate and is therefore not deemed to be readily available.

The School has designated the sum of £750,000 in a capital works fund (2024; £0), which is to fund future capital projects required by the School and is also therefore not deemed readily available.

The School has significant capital requirements to maintain and enhance its infrastructure. Priority projects include the 3G pitches, sports pavilion and roadway, which is estimated to require investment of approximately £3.8m. Additionally, the School's capital roadmap for the next two to five years requires similar funding levels in the range of £3m to £5m, including projects such as the replacement of the Don Bosco maths block of buildings and further estate improvements.

k) Debtors

Fee and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

l) Cash at bank and in hand

Cash at bank and in hand includes bank accounts, cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

m) Creditors and provisions

Creditors and provisions are recognised where the School has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2025**

1. FEES RECEIVABLE	2025	2024
	£	£
Fees receivable consist of:		
School fees	12,074,332	10,771,774
Less: bursaries, grants and allowances	(432,279)	(511,671)
	-----	-----
	£11,642,053	£10,260,103
	=====	=====

2. CHARITABLE ACTIVITIES – OTHER INCOME	2025	2024
	£	£
Extras and other educational income	140,941	97,464
Registration fees/FIL	34,929	49,032
Government grants	92,530	87,164
Sundry income	148,062	95,182
	-----	-----
	£416,462	£328,842
	=====	=====

3. ANALYSIS OF TOTAL EXPENDITURE - 2025

	Staff costs	Other	Depreciation & Impairments	Total 2025	Total 2024
	£	£	£	£	£
Raising funds:					
Fundraising and development	-	36,623	-	36,623	13,691
Finance costs	-	117,385	-	117,385	150,421
Charitable Activities:					
School operating costs:					
Teaching	6,183,119	431,343	-	6,614,462	6,131,118
Boarding and catering	965,812	554,529	-	1,520,341	1,470,638
Premises	307,037	525,784	791,635	1,624,456	1,585,471
Support and governance	1,090,998	271,867	-	1,362,865	1,311,736
	-----	-----	-----	-----	-----
	£8,546,966	£1,937,531	£791,635	£11,276,132	£10,663,075
	=====	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2025**

ANALYSIS OF TOTAL EXPENDITURE - 2024

	Staff costs	Other	Depreciation	Total 2024	Total 2023
	£	£	£	£	£
Raising funds:					
Fundraising and development	-	13,691	-	13,691	8,641
Finance costs	-	150,421	-	150,421	133,671
Charitable Activities:					
School operating costs:					
Teaching	5,680,334	450,784	-	6,131,118	5,398,280
Boarding and catering	877,888	592,750	-	1,470,638	1,416,133
Premises	274,533	698,405	612,533	1,585,471	1,469,754
Support and governance	878,280	433,456	-	1,311,736	1,138,100
	-----	-----	-----	-----	-----
	£7,711,035	£2,339,507	£612,533	£10,663,075	£9,564,579
	=====	=====	=====	=====	=====

Support and governance costs all relate to the direct operating costs of the school and principally comprise of:

	2025	2024
	£	£
Administrative staff costs	1,090,998	847,080
Termination settlement	-	31,200
Office running costs (see note below)	20,115	(13,742)
Professional fees	61,824	196,832
Travel	1,541	612
Other	161,078	197,091
Governance costs	27,309	52,663
	-----	-----
	£1,362,865	£1,311,736
	=====	=====
Expenditure includes:		
Auditors remuneration: Audit	23,095	21,600
Auditors remuneration: Other services	-	12,540
Operating lease payments – plant, machinery and minibuses	34,296	35,083
Interest payable on loans	107,193	126,760
Depreciation	591,635	612,533
Loss on Impairment of Fixed Assets	200,000	-

Office running costs for the year were £20,115 (2024: -£13,742 due to historic telephone charge refund).

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2025**

4. STAFF COSTS:	2025	2024
	£	£
Salaries and wages	6,692,701	6,142,563
Social security costs	719,071	606,635
Pension contributions	1,117,878	911,062
Apprentice Levy	17,315	19,575
Termination Settlement	-	31,200
	-----	-----
	£8,546,966	£7,711,035
	=====	=====

The average number of employees during the year was made up as follows:

	2025	2024
Teaching	126	128
Other	64	60
	-----	-----
	190	188
	=====	=====

The number of staff on a full time equivalent basis was as follows:

Teaching – full-time	70	71
Teaching – part-time	35	33
	-----	-----
	105	104
	-----	-----
Other – full-time	27	25
Other – part-time	25	23
	-----	-----
	51	48
	-----	-----
Total full-time equivalent employees	157	152
	=====	=====

No trustee earned any remuneration in either the current or previous financial years. The School paid for fourteen governors to have access to governance memberships, courses, conferences, webinars, forum meetings, advice and training amounting to £4,147 course fees only, no travel (2024 The School paid for sixteen governors to access training and to attend forum meetings amounting to £11,923 course fees only, no travel). In the year the School paid Governor recruitment fees of £0 (2024 £6,600). There were no reimbursed expenses to trustees in the year.

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2025**

The company is a registered charity and therefore not liable to taxation on its charitable income or capital gains.

During the year there were five higher paid employees earning between £60,000-£70,000; three between £70,000-£80,000; one between £120,000-£130,000; and one between £160,000-£170,000 (2024: three higher paid employees earning between £60,000-£70,000, of which one being paid for part of the year; three between £70,000-£80,000; two between £100,000-£110,000, of which one being paid for part of the year; and one between £150,000-£160,000). The school made employer's pension contributions of £133,922 (2024: £91,535) on behalf of the higher paid employees.

Staff benefits (comprising of gross salary, employer's pension contributions, employer's national insurance contributions) paid to key management personnel amounted to £1,114,671 (2024: £803,527).

5. FIXED ASSETS	Freehold Land £	Freehold Buildings £	Furniture & Equipment £	Motor Vehicles £	Total £
COST					
As at 1 September 2024	1,321,036	15,431,089	1,973,239	56,132	18,781,496
Additions	-	494,326	113,391	-	607,717
Loss on Impairment	-	(200,000)	-	-	(200,000)
Disposals	-	-	-	-	-
	-----	-----	-----	-----	-----
As at 31 August 2025	1,321,036	15,725,415	2,086,630	56,132	19,189,213
	-----	-----	-----	-----	-----
DEPRECIATION					
As at 1 September 2024	-	4,448,355	1,216,632	46,818	5,711,805
Charge for year	-	296,686	293,758	1,191	591,635
Disposals	-	-	-	-	-
	-----	-----	-----	-----	-----
As at 31 August 2025	-	4,745,041	1,510,390	48,009	6,303,440
	-----	-----	-----	-----	-----
NET BOOK VALUE					
At 31 August 2025	£1,321,036	£10,980,374	£576,240	£8,123	£12,885,773
	=====	=====	=====	=====	=====
At 31 August 2024	£1,321,036	£10,982,734	£756,607	£9,314	£13,069,691
	=====	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2025**

6. DEBTORS	2025	2024
	£	£
Fee debtors	26,185	7,242
Sundry debtors	3,203	6,183
Prepayments and accrued income	1,048,896	125,729
	-----	-----
	£1,078,284	£139,154
	=====	=====

7. OTHER CREDITORS: amounts falling due within one year	2025	2024
	£	£
Trade creditors	215,418	190,440
Social security and other taxes	205,030	150,773
VAT creditor	749,415	-
Other creditors	116,655	126,376
Accruals	250,090	72,986
Bank loan (see note 9 below)	34,000	30,000
	-----	-----
	£1,570,608	£570,575
	=====	=====

8. CREDITORS: amounts falling due after one year	2025	2024
	£	£
Bank loan (see note 9 below)	1,646,751	1,684,995
	-----	-----
	£1,646,751	£1,684,995
	=====	=====

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2025**

9. BANK LOANS	2025	2024
	£	£
Bank loans are payable as follows:		
Within one year	34,000	30,000
Within one to two years	34,000	30,000
Between two and five years	102,000	90,000
After five years	1,510,751	1,564,995
	-----	-----
	£1,680,751	£1,714,995
	=====	=====

The above loan was renewed in the year ended 31st August 2023 at a rate of 1.75% above base rate This agreement runs until 2027 when it is expected to be renewed.

The loan is secured on the school's freehold property.

10. MEMBERS GUARANTEE

The Gard'ner Memorial Limited is a company limited by guarantee. There is therefore no share capital. At 31 August 2025 there were thirteen members of the company (2024 fourteen), who were also the Governors. Each member guarantees to contribute 5p in the event of the company being wound up.

11. CONTINGENT ASSETS AND LIABILITIES

Following changes to VAT legislation from 1 January 2025, the School expects to recover certain pre-registration input VAT and Capital Goods Scheme adjustments. These recoveries fall into VAT return periods after the year end as the School has a non-standard VAT year end.

Although considered probable, because the values were not established at 31 August 2025, these items are disclosed as contingent assets, with no amounts recognised in the financial statements.

There were no contingent liabilities at the year end.

12. POST BALANCE SHEET EVENTS

Work to calculate the above mentioned VAT recoveries began after the year end and will be submitted in VAT periods falling after 31 August 2025 due to the School's non-standard VAT year end. As the amounts were not established at the reporting date, these are treated as non-adjusting events with no impact on these financial statements.

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2025**

13. MOVEMENT IN FUNDS - 2025	Balance at				Balance at
	1 September 2024	Income	Expenditure	Transfers	31 August 2025
	£	£	£	£	£
Unrestricted					
- General Fund	3,250,306	12,102,808	(11,252,300)	(600,326)	3,500,488
- Designated Fund, Fixed Assets	11,354,696	-	-	(149,674)	11,205,022
- Designated Fund, Capital Works	-	-	-	750,000	750,000
Restricted					
- Appeal Fund	-	-	-	-	-
- Bursary Fund	500,000	-	-	-	500,000
- Facilities Fund	523,620	54,145	-	-	577,765
- Sports Facilities Fund	-	196,615	-	-	196,615
- Other Fund	-	24,083	(23,832)	-	251
	-----	-----	-----	-----	-----
	£15,628,622	£12,377,651	(£11,276,132)	£-	£16,730,141
	=====	=====	=====	=====	=====

The designated fund represents amounts tied up in fixed assets less mortgage loans in respect of those assets. The designated fund, capital works, are funds earmarked by the Board of Governors, for capital projects required by the School.

Bursary fund consists of a donation to assist those in hardship (Bursary Fund). Facilities Fund consists of various donations towards the School's infrastructure (Facilities Fund). These restricted funds will be utilised in subsequent years for worthy causes and projects.

Sports Facilities fund consists of donations to the School's 'More than a Pitch' appeal. (Sports Facilities Fund). This fund is to help build the School's new Multi Use Games Area (MUGA), sports pavilion and roadway.

Any unspent income remains as restricted funds to be used in subsequent years.

MOVEMENT IN FUNDS - 2024	Balance at				Balance at
	1 September 2023	Income	Expenditure	Transfers	31 August 2024
	£	£	£	£	£
Unrestricted					
- General Fund	3,060,479	10,620,820	(10,647,144)	216,151	3,250,306
- Designated Fund, Fixed Assets	11,570,847	-	-	(216,151)	11,354,696
Restricted					
- Appeal Fund	-	-	-	-	-
- Bursary Fund	-	500,000	-	-	500,000
- Facilities Fund	15,532	524,019	(15,931)	-	523,620
	-----	-----	-----	-----	-----
	£14,646,858	£11,644,839	(£10,663,075)	£-	£15,628,622
	=====	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2025**

14. ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2025

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted - General Fund	-	5,113,239	(1,612,751)	3,500,488
Unrestricted - Designated Fund, Fixed Assets	12,885,773	(1,646,751)	(34,000)	11,205,022
Unrestricted - Designated Fund, Capital Works	-	750,000	-	750,000
	-----	-----	-----	-----
Unrestricted	12,885,773	4,216,488	(1,646,751)	15,455,510
Restricted	-	1,274,631	-	1,274,631
	-----	-----	-----	-----
	£12,885,773	£5,491,119	(£1,646,751)	£16,730,141
	=====	=====	=====	=====

ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2024

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted - General Fund	-	4,905,301	(1,654,995)	3,250,306
Unrestricted - Designated Fund, Fixed Assets	13,069,691	(1,684,995)	(30,000)	11,354,696
	-----	-----	-----	-----
Unrestricted	13,069,691	3,220,306	(1,684,995)	14,605,002
Restricted	-	1,023,620	-	1,023,620
	-----	-----	-----	-----
	£13,069,691	£4,243,926	(£1,684,995)	£15,628,622
	=====	=====	=====	=====

15. CAPITAL COMMITMENTS

Commitments for future capital expenditure not provided for in these accounts are:

	2025 £	2024 £
Authorised and contracted for	-	-
	=====	=====

The School has set aside funds for capital expenditure projects. As at 31 August 2025 these projects were not contracted for and therefore capital commitments were zero (2024: zero).

Although not committed for as at the year end, the School does has significant capital requirements to maintain and enhance its infrastructure. Priority projects include the 3G pitches, sports pavilion and roadway, which is estimated to require investment of approximately £3.8m. Additionally, the School's capital roadmap for the next two to five years requires similar funding levels in the range of £3m to £5m, including projects such as the replacement of the Don Bosco maths block of buildings and further estate improvements.

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2025**

16. PENSION COMMITMENTS

Retirement benefits to employees of the School are provided through three pension schemes, one defined benefit and two defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The School participates in the Teachers' Pension Scheme ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £683,169 (2024: £744,610) and at the year-end £51,230 (2024: £93,447) was accrued in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2020 and the Valuation Report was published in October 2023.

Following the McCloud judgement, the remedy proposed that when benefits become payable, eligible members can select to receive them from either the reformed or legacy schemes for the period 1 April 2015 to 31 March 2022. The actuaries have assumed that members are likely to choose the option that provides them with the greater benefits, and in preparing the 2020 valuation has valued the 'greater value' benefits for groups of relevant members.

The employer contribution rate for the TPS is 28.6%, and employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 28.68%.

From September 2024, as an alternative to TPS, teaching staff are also eligible for the Royal London defined contribution pension scheme, to which the School contributes 20% of gross salary. The pension charge for the year includes contributions payable to Royal London of £382,946 and at the year-end £34,970 was accrued in respect of contributions to this scheme.

Other staff are enrolled into NEST the School's other defined contribution scheme to which the School contributes 6% of gross salary. There were contributions of £24,615 (2024: £19,279) owing in respect of contributions to this scheme at the year-end.

17. OPERATING LEASE COMMITMENTS

	2025	2024
	£	£

At the year-end the school had future minimum lease payments under non-cancellable operating leases as follows:

Within 1 year	39,927	22,429
Between 2 – 5 years	39,364	4,052
	-----	-----
	79,291	26,481
	=====	=====

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2025**

18. RELATED PARTY TRANSACTIONS

During the year, the School employed individuals who are close family members of members of key management personnel, specifically in two instances involving husband-and-wife and mother-and-daughter relationships (2024: one instance involving husband-and-wife relationship). The employees are remunerated at market rate and key management personnel were not involved in the recruitment and appointment process.

There were no other related party transactions in either the current or prior year requiring disclosure.

19. RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES

	2025	2024
	£	£
Net income - restricted capital donations	250,760	1,008,088
Net income - excluding restricted capital donations	850,759	(26,324)
	-----	-----
Net income - as per the statement of financial activities	1,101,519	981,764
Depreciation	591,635	612,533
Loss on Impairment of Fixed Assets	200,000	-
Interest receivable	(98,291)	(30,825)
Interest payable	107,193	126,760
Decrease/(increase) in debtors	(939,130)	71,922
Increase/(decrease) in creditors	1,420,554	92,682
	-----	-----
Net cash provided by operating activities	2,383,480	1,854,836
	=====	=====

20. CONTROL

The School is controlled by the Board of Governors as disclosed in the Reference and Administrative Information on page 2.

21. SUBSIDIARY COMPANIES

The More House Foundation is a connected entity that is headed up by Mr Barry Huggett OBE, the former Headmaster of More House School. B Huggett has overall control of the Foundation which operates separately to the School, although promoting the services of the School but offering in its own capacity educational consultancy services. These services are delivered by B Huggett and others with specialist knowledge from their working experiences and qualifications. Separate accounts are collated by the Foundation.

NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2025

22. STATEMENT OF FINANCIAL
ACTIVITIES - 2024

	Unrestricted Funds £	Restricted Funds £	Total 2024 £
INCOME FROM:			
Charitable activities:			
- School fees receivable	10,260,103	-	10,260,103
- Other school income	328,842	-	328,842
Investments – interest	30,825	-	30,825
Voluntary sources:			
- Appeal and other donations	1,050	1,024,019	1,025,069
	-----	-----	-----
	10,620,820	1,024,019	11,644,839
	-----	-----	-----
EXPENDITURE ON:			
Raising funds:			
- Fundraising and development	13,691	-	13,691
- Finance and other costs	150,421	-	150,421
	-----	-----	-----
	164,112	-	164,112
Charitable Expenditure:			
School operating costs			
- Teaching costs	6,115,187	15,931	6,131,118
- Boarding and catering	1,470,638	-	1,470,638
- Premises	1,585,471	-	1,585,471
- Support and governance costs	1,311,736	-	1,311,736
	-----	-----	-----
Total expenditure	10,647,144	15,931	10,663,075
	-----	-----	-----
Net Income/net movement in funds	(26,324)	1,008,088	981,764
RECONCILIATION OF FUNDS			
Total funds brought forward	14,631,326	15,532	14,646,858
	-----	-----	-----
Total funds carried forward	£14,605,002	£1,023,620	£15,628,622
	=====	=====	=====

GARD'NER MEMORIAL LIMITED

England & Wales - Charity number 311872

Accounts



The Gard'ner Memorial Ltd
(A company limited by guarantee)
Trading as More House School

Director's Report and Financial Statements
For year ending 31st August 2024

Registered Charity number. 311872
Registered Company number. 523768



Registered charity number
Registered company number

311872
 523768

Governing document

The charity is controlled by its governing documents, comprising its Memorandum and Articles of Association, and constitutes a limited company, limited by guarantee, as defined by the Companies Act 2006.

Trustees (Directors)

Mr Glenn Handley MBA *1*2*3
 Mr Andy Routley BSc Hons, Cert Ed *1
 Mrs Suzie Brand *3 *4 (stepped down from the board 7 March 2024)
 Mrs Pamela Edworthy BSc Hons PGDip PGCE *2,*4 (stepped down from the board 31 July 2024)
 Mr Robert Forster MSc BSc *1*3 (stepped down from the board 7 March 2024)
 Mr Graham Spawforth MA MEd PGCE *2
 Mrs Christine Goodyear (stepped down from the board 16 October 2024)
 Ms Kyla de Sousa BA Hons QTS PGCert *2 (appointed 5 February 2024)
 Mr Gary Hay BA (Hons) *1, *3 (stepped down from the board 31 July 2024)
 Fr Nicholas Gosnell SRN BTh Hons MA(Ed) MA(CL) *2
 Ms Alison Reynolds BSc Hons CChem MRSC CSci PCQI *3
 Mr Paul Coby *1 (appointed 1 May 2024)
 Mrs Charlotte Burnell *2*3 (appointed 21 March 2024)
 Mr Mike Sicely BA Hons ACA *1 (stepped down from the board 31 December 2023)
 Mr David Poole *1 (appointed 20 June 2024)
 Mr Jack Malden BA *3 (appointed 20 June 2024)
 Mrs Louise Lovett (Skinner) BA Hons PGCE *2 (appointed 20 June 2024)
 Dr Mounir Atassi *2 (appointed 20 June 2024)
 Mrs Helen Bell BA Hons ACA (appointed 14 November 2024)

Membership of Sub-Committees

- *1 – Finance & General Purposes
- *2 – Teaching, Learning & Therapy
- *3 – Safeguarding and Welfare
- *4 – Governance and Nominations

Registered office
Website
Auditors
Bankers
Solicitors

More House School, Moons Hill, Frensham, Farnham, Surrey, GU10 3AP
www.morehouseschool.co.uk
 HaysMac LLP
 Barclays Plc
 GBH Law

Key Executives

Mr Jonathan Hetherington BA (Hons), MSc (Ed.), QTS, NPQEL, Headmaster
 Mr Piers Lewis BA (Hons), MSc, MBA, Chief Operating Officer (from June 2024)

Report of the Chair of Trustees

Our charity and school's mission is:

'To empower cognitively able pupils with Specific Learning Difficulties, Developmental Language Disorder and associated Special Educational Needs, to transform their futures.'

I am delighted to report that the year to 31st August 2024 was particularly powerful in delivering on our mission; in realising transformative impact on the lives of our pupils, and of many far beyond our gates. Despite significant headwinds on the horizon to independent education, More House school has some exciting new prospects in the near future being developed through our strategic approach. Some headlines to frame early on are as follows.

Ten Headlines

1. Despite the particular Special Educational Needs for our boys, More House School again enabled our Year 11 and 13s to **outperform the national average for GCSEs, BTECs, and A' Levels.**
2. Yet again, More House School realised **OUTSTANDING** in every area for our Ofsted Social Care inspection in November 2023.
3. Our Performing Arts department delivered outstanding performances from our **Jazz Band** at internal concerts, More House Proms in the Park, and our More House *More the Merrier* Players delivered an exceptional performance of **Twelfth Night Fever, at school, in the Haslemere Hall and a week's run at the Edinburgh Fringe.**
4. Our Outreach and teacher development programmes **helped over 500 professionals**, on top of our own teaching community, develop in their particular SEND understanding and professional practice, as well as support the national Independent Schools' SEND Conference, and co-host a key Adaptive Teaching conference at Charterhouse School.
5. We were approved a **growth of 25 students** (490 to 515) by the Department for Education to enable us to help more boys.
6. To maintain our continued operation, we secured our future by changing our approach to pensions. This capped our contributions to the inflationary Teachers' Pension Scheme, allowing the school to survive and also to give access to greater pension options for staff.
7. As with other independent schools, we were notified of the intent to apply VAT to school fees. This will be partly mitigated by the fact that 67% of our boys are Local Authority funded, and hence they will be able to reclaim the VAT.
8. Regardless, More House School has continued to deliver outstanding educational outcomes to **499 boys** in our unique model of SEND adaptive teaching and fully timetabled Learning Development Centre (LDC) approach.
9. Forward looking sees us expecting planning permission for an **outstanding new all-weather playing surface**, with associated pavilion and new traffic approach, part-funded through the efforts of our new Development team; significant developments in terms of progress to **Net Zero**; and a whole new St Matthew's classroom and conference centre development. We are also developing our approach to the roll out of pupil devices.
10. We recognise the incredibly successful and unique approach we have to SEND educational techniques and models at More House. We aim to build on this over the coming years through our **Outreach and Training programmes** to increase significantly our support to other organisations and professionals.

We continued to drive excellence in our provision of daytime education and of residential care for our many boarders, delivering More House School's unique model of adaptive, beyond-the-label teaching, exceptional specialist therapeutic and remedial intervention, and comprehensive pastoral support enabling our pupils to build both their self-esteem and aspirations, and to thrive, academically and socially.

This is celebrated in our pupils' remarkable results in their accredited courses, following the summer 2024 public examination series, where our Year Eleven cohort beat the national averages for overall good passes at GCSE, achieving a good pass in GCSE English, and achieving a good pass in GCSE Mathematics. And again, a majority of our Upper Sixth leavers chose to progress to university degree programmes, as varied as Business, Computing, Engineering, Environment, History, Politics, Music and Sports.

More House School retained its 'Outstanding in all areas' grading from the Department for Education's Office for Standards in Education inspectorate (Ofsted), re-awarded at our last full school inspection, in March 2023, when the inspectors wrote:

'The school has been rated outstanding for some time, yet has not stood still in its ambition to evolve and to improve.'

Our provision for our weekly and full boarders was similarly praised following our November 2023 Ofsted Social Care inspection, which also reconfirmed the highest possible grades in every area.

Another showcase was the many performing arts successes of our pupils. Following a week's run in our own theatre, our musical production, *Twelfth Night Fever*, based on one of Shakespeare's most famous plays but with a distinctly disco vibe, was also staged for a public audience at Haslemere Hall, and then at the Edinburgh Festival Fringe. Our school Jazz Band performed a tour in New York, just before Easter, and joined our enormous number of eclectic musical ensembles at our summer Proms in the Park.

Our commitment to outreach and improving the experiences of children and young people with language and literacy-related special educational needs, expanded through the 2023-2024 academic year. We were delighted to provide training and consultancy for a large number of professionals, from both the state-maintained and independent school sectors, visiting schools to deliver training, and presenting at conferences. Notably, we partnered with Charterhouse School to deliver an Adaptive Teaching conference in March, attracting many delegates, and we delivered training sessions as part of the National SEND Conference for Independent schools, in association with the Independent Schools Council, in November. We remain closely involved in cutting-edge university research to inform our training and practice, and are currently involved in a number of projects with different institutions.

A consultation with teaching staff regarding pension arrangements, which remained unresolved at the end of the previous year, was quickly resolved in the early weeks of the Michaelmas (autumn) term 2023, with changes taking effect for relevant staff on the 1st of September 2024. This decouples the school from the risk of rising employers' contributions to the national pension scheme for teachers, and offers greater choice for teaching staff.

We were delighted that our request to the Department for Education for a material change, to increase our maximum pupil capacity from 490 to 515 students, was granted. Through the year, we also examined our potential for expansion of our educational offering beyond our campus in Frensham, Surrey, enable us to achieve a long-term ambition – to provide education for girls as well as for boys.

The year was also characterised by growth in our board of trustees and governors as well as investment in the leadership of the school's support departments, replacing the traditional Bursar role with that of a newly recruited Chief Operating Officer, and simultaneously strengthening the expertise within our Finance department.

The political changes which herald the planned implementation of Value Added Tax (VAT) on school fees offer challenge for every independent school, even those where a majority of children are paid for by public money through the Education, Health and Care plan (EHCp) system. The vital role of schools such as ours, offering the highest standards of specialist provision at exceptional value for money, remain clearly evident. There has, arguably, never been a time when strong, forward-thinking and courageous governance and leadership are more valuable, and I know the opportunities ahead of us greatly outweigh the challenges.

We were honoured to host *Strictly Come Dancing* celebrity, Kai Widdrington, to present the awards and to share his own words of encouragement at our annual Founder's Day ceremony, and announced the election of our headmaster, Jonathan Hetherington, to the national position of Vice-Chair of the Independent Schools Association (ISA) for the 2024-25 academic year; a post which, rightly, places More House School more in the spotlight. Jonathan is expected to become the national Chair of ISA from September 2025.

Our mission remains resolute and is the cause of continuous inspiration and commitment from all in our community. As we look forwards, so we recognise strategic priorities relating to the continued development of the quality of our people, to the continuous improvement of our facilities, to the expansion of our offer and to increasing the impact of our outreach services. The future remains as exciting as ever and I am pleased to report that we embrace it from a position of strength.



Signature:
G. Handley, Chair of Trustees

20 March 2025

Date:

Report of the trustees

The trustees of the Gard'ner Memorial Limited, who are also the charity's directors for the purposes of the Companies Act 2006, are pleased to present their annual report, together with the financial statements of the charity for the year ended 31st August 2024, which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

Objectives and activities

The objects of the charity are:

The advancement of education including, but not limited to, running the More House School, Frensham, and educating children, particularly those with learning difficulties, but also disseminating best practice in techniques of teaching and learning through training, consultation, assessment, research and related activities, both in the UK and internationally, so continuing the tradition of the late Reginald Joseph Gard'ner for the public benefit.

Too many children are failed by the mainstream education system, where typical methods of teaching and support in the classroom fail to uncover the true cognitive potential of children who experience weaknesses in their literacy and developmental language skills, and those affected by associated difficulties including Developmental Coordination Disorder and attention deficit conditions. Such children may be intellectually very capable but are left believing themselves not clever, disadvantaged by an education system which focuses the primary means of assessing ability on their areas of skill-weakness, and leaving their strengths unrecognised. Too many children believe themselves failures amongst their peers, and the threat to mental health and wellbeing is too frequently explicit.

And yet such children offer huge value for the future of our society and world. Many companies now recognise immense value in recruiting neuro-diverse teams. Our pupils have a great part to play in the future of our country, in all areas of education, industry and business. With the right educational approach at the right point in their lives, children and young people with specific learning difficulties, developmental language delay and associated conditions, can be enabled to see their strengths and their future. Once they are taught to believe in themselves, they can grow the courage to tackle the challenges in their educational paths and realise their true intelligence. With an appropriate educational environment, they can achieve success at GCSE and A Level, and pursue further and higher education and training, leading to promising careers and contributing to our society. Such a pathway is essential in order for such young people to become truly independent, supporting the state and society through maintaining strong mental and physical health, participating in worthwhile employment and paying tax, rather than failing to realise such outcomes, necessitating continuous support from society and the public purse throughout their adult lives.

Our vision is:

To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them.

Our mission is:

To empower our pupils to transform their futures.

Our values are:

Kindness, Spirit, Responsibility

Our specific aims are:

To support the individual needs of each pupil, as individuals, so that each thrives, adapting continuously teaching and support strategies to challenge appropriately pupils' diverse strengths and weaknesses.

To provide all pupils with an environment in which they feel, and are, safe and confident in being themselves, and through which they develop effective skills to promote their mental health and wellbeing.

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To foster in all pupils a powerful desire to question and to learn, and to realise high aspirations for their future, in terms of continued education and learning, their professional career, and social relationships.

To provide a transformative learning environment and opportunities for our pupils so that they achieve outstanding academic results, above the national age-related averages, both at level two (GCSE level) and three (Advanced level), despite having Specific Learning Difficulties, Developmental Language Disorder and associated conditions.

To develop our pupils to become confident and resilient young people, with the experience and skills that allow them to lead independent lives within a modern world, and with the desire to be involved in society.

To foster amongst all pupils an understanding, care and tolerance of all others, within the school's Catholic ethos and in accordance with the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

To collaborate with and promote research into the education and support of children and young people with language-related educational difficulties, and use research to improve educational outcomes for all pupils, and those in other educational settings.

During the year up to the 31st August 2024, the school's governors monitored the implementation of the School Development Plan, realised through a comprehensive process of organisation-wide self-evaluation and development-planning. The plan is informed by the following **six targets**, approved by the Board of Governors:

- **Curriculum**

To be a centre of excellence in the delivery of a broad academic and social development curriculum, ensuring pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions make the greatest possible progress, are empowered and prepared in the best possible manner for their futures.

- **Extra-Curricular**

To be a centre of excellence in the delivery of developmental opportunities beyond the academic curriculum so that pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions extend their experience, developing social confidence.

- **Pastoral**

To be a centre of excellence in the delivery of pastoral care for pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions, promoting the Safeguarding and wellbeing of all pupils and adults, pupils' positive social development, and the best possible learning environment.

- **Residential**

To be a centre of excellence in the delivery of residential care for pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions, ensuring pupils' Safeguarding and wellbeing, and promoting their personal and social development.

- **Therapy**

To be a centre of excellence in the delivery of Speech and Language Therapy, Occupational Therapy, Literacy intervention and Numeracy intervention for pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions so that they make the greatest possible progress and are empowered.

- **Outreach**

To be a centre of excellence in the provision of the highest quality training and support of external organisations, professionals, children and young people relating to Specific Learning Difficulties, Developmental Language Disorder and associated conditions, including collaboration with and participation in research.

Organisational structure

The Board of Governors of More House School comprises the trustees of the charity, who are also the non-executive directors and members of the company. The full board meets at least three times a year, with the Headmaster and Bursar or Chief Operating Officer (COO) in attendance. Appointments to the Board of Governors are conducted through a process of identifying opportunities for augmenting the complement of skills and experience afforded by the board, and recruiting accordingly. The process is overseen by the board's Governance and Nominations Committee, which makes recommendations to the full board for such appointments. All appointments are approved at a meeting of the full Board of Governors

Members of the Board of Governors serve on one or more of the governor committees:

- Finance and General Purposes
- Governance and Nominations
- Safeguarding and Welfare
- Teaching, Learning and Therapy

Each committee is chaired by a governor and comprises other governors. Each committee meets regularly according to an agreed programme and is attended by one or more members of the school's most senior executive team, the Core Leadership Group, and often members of the school's wider Senior Management Team (SMT).

It should be noted that this year has seen a considerable changeover of the Board of Governors as some have reached the completion of their terms of office, and as we have purposefully increased the board's membership and areas of specific expertise. This change has been facilitated by strong handovers and a comprehensive training programme for new Governors.

The governors determine the general policy of the charity and school in accordance with the Memorandum and Articles of Association, and with the adopted strategic development plan. The governors have responsibility for the company's system of internal controls, for evaluating its effectiveness in meeting its aims, recruitment, induction of trustees, training and for continuous improvement. They delegate the day-to-day management of the school to the Headmaster, supported by the Bursar/COO and the Core Leadership Group.

The Core Leadership Group (CLG) comprises the following executive positions:

- Headmaster
- Bursar (changed to COO post year-end)
- Deputy Head (Curriculum) - changed to Deputy Head (Academic) mid-year
- Deputy Head (Residential)
- Deputy Head (Pastoral)
- Director of Assessment and Therapy

Chaired by the headmaster, the two main forums of the CLG and the SMT drive the delivery of the school's outputs, the first on a weekly basis, and the second over a monthly basis. The SMT holds representation from a wider community across the school.

The structure of the academic teaching departments remains the same as the previous year, and similar to most other Independent schools in the sector, with the notable difference of the Learning Development Centre. The school's staff of Speech & Language Therapists, Occupational Therapists, and Literacy and Numeracy Tutors is led by the Head of the Learning Development Centre, who reports to and is supported by the Director of Assessment and Therapy. The Deputy Head (Pastoral) leads the school's pastoral therapeutic provision, including the Mental Health Lead and other therapeutic counsellors. The full-time Head of Safeguarding oversees the school's safeguarding team, and is supported by deputy DSLs.

The pay and remuneration for the key management personnel are set by the governors for the Headmaster and Bursar / COO, and by the governors from recommendations made by the Headmaster and Bursar / COO, in respect of the other members of the Core Leadership Group.

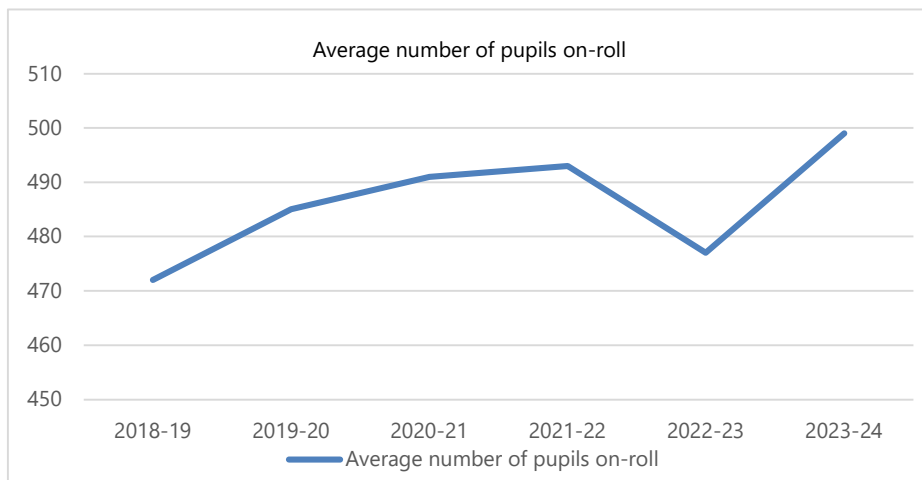
Main aims and achievements

Our primary aims through the 2023-2024 academic year comprised:

- the provision of outstanding, transformative education for our pupils, all of whom experience challenges associated with Specific Learning Difficulties, Developmental Language Disorder and associated conditions;
- the realisation of exceptional academic and social outcomes for More House School pupils;
- ensuring the highest standards of educational and residential provision, recognised by external audit partners;
- successful external audit in the form of an anticipated Ofsted Social Care inspection of the residential provision, awarding the highest grade of Outstanding, in every judgement area;
- the further development of our provision for supporting pupils' and employees' wellbeing, and promoting positive mental health;
- the further development of our teacher-training, staff-development and professionals' training programmes, promoting our integrated and aspirational approach to supporting neuro-diverse learners within mainstream classroom settings;
- the design and adoption of a sustainable financial strategy relating to the costs of teachers' pensions;
- the further design and implementation of a new process for supporting the continued professional development of employees in all roles.

Education and outcomes

The number of children and young people supported by the school's specialist approach and provision increased for the 2023-24 academic year, with an average of 499 on the pupil roll compared with the previous year's 477 (2023) and previously 493 (2022). This was in line with the new 515 limit; a material change approved by the Department for Education in October 2023. Whilst the start number for the year was 494, and the year ended with 502, these numbers could have been higher as the demand on 6th form and Junior year places were healthier than expected. Modelling suggests that overall demand will stay healthy moving into the next academic year as even VAT on school fees is implemented by the UK Government.



Outcomes for pupils in the 2023-24 academic year were empowering, with our senior school pupils and our Sixth Form students celebrating impressive results in their final awards for GCSE, A Level and equivalent qualifications.

Public exam results

Our Year Eleven and Upper Sixth pupils achieved excellent results in their final grades for accredited courses at Level 2 (GCSE and equivalent) and at Level 3 (A Level and equivalent).

Year Eleven results, summer 2024:

Nationally, GCSE results in the summer of 2024 were down on the previous years' listings as grade boundaries were adjusted to bring the distribution of grades into line with pre-pandemic levels. This is evidenced in the statistics published by the Joint Council for Qualifications (JCQ). This followed the years of Centre-Assessed Grades (CAGs), Teacher Assessed Grades (TAGs) and artificially inflated examination grades to compensate for COVID-19 disruption. Summer 2024, therefore, witnessed a nationwide endeavour to pull back grades, despite this cohort also having experienced very significant disruption to their educational experiences, academically and socially.

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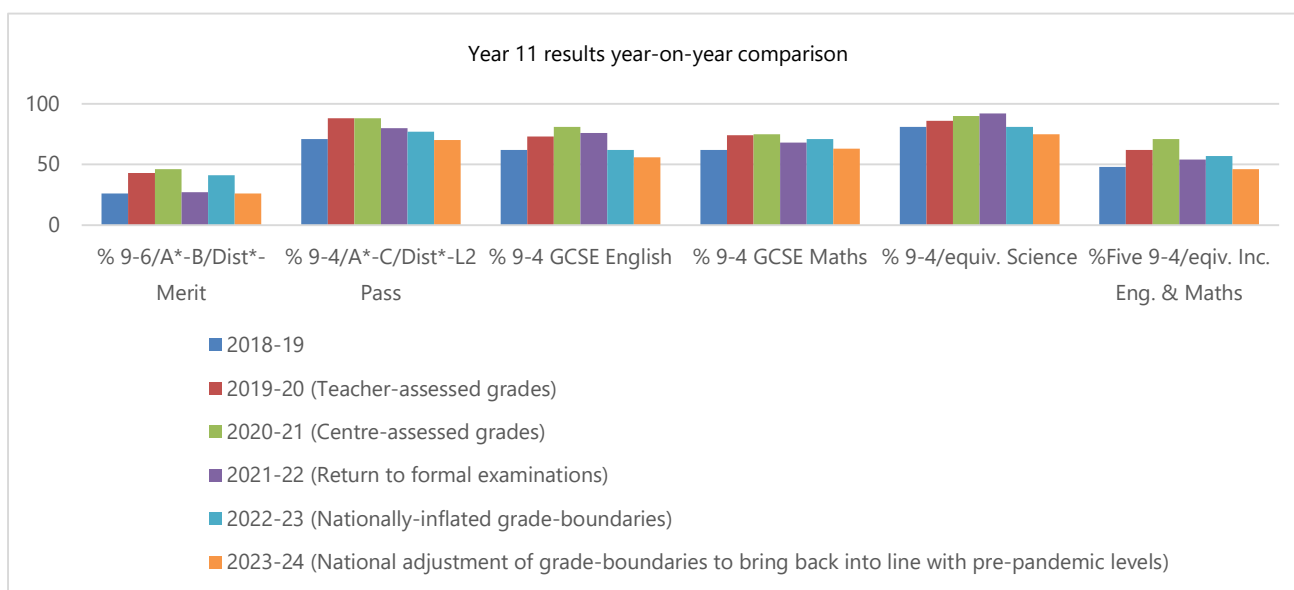
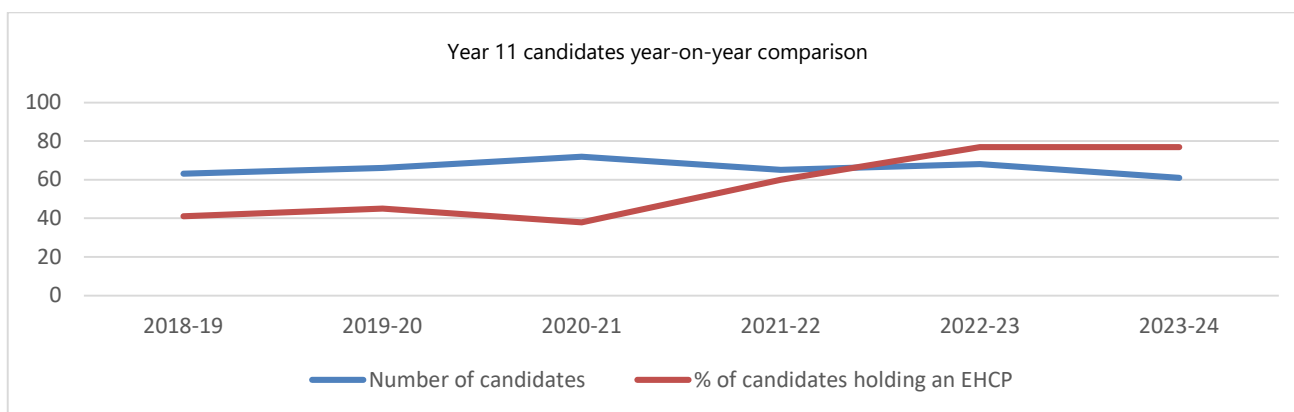
In spite of this, and also noting that summer 2024's More House School Year Eleven cohort had the highest ever proportion of pupils whose complex special educational needs were recognised by an Education, Health and Care plan (EHCP), our pupils triumphed in their public examinations, beating the national averages (England, male) for:

- good GCSE passes (grade 4 or higher) overall, for
- a good pass in GCSE English, and also for
- a good pass in GCSE Mathematics.

All 61 of our Year Eleven candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 77% of candidates were the subjects of Education, Health and Care plans.

- 70% of grades were awarded at 9 to 4 (A* to C, or Distinction* to Level 2 Pass);
- 54% of candidates achieved at least five A* to C equivalent grades;
- 46% of candidates achieved at least five A* to C equivalent grades including GCSE English and GCSE Mathematics;
- 16% of candidates achieved at least one grade at 9 to 7 (equivalent to A* to A, or Distinction* to Distinction);
- 26% of candidates achieved at least one grade at 9 to 6 (equivalent to A* to B, or Distinction* to Merit);
- 56% achieved a 9 to 4 Pass in GCSE English (beating the England Male national average);
- 63% achieved a 9 to 4 Pass in GCSE Mathematics (beating the England Male national average by 3%);
- 75% achieved a 9 to 4 Pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.

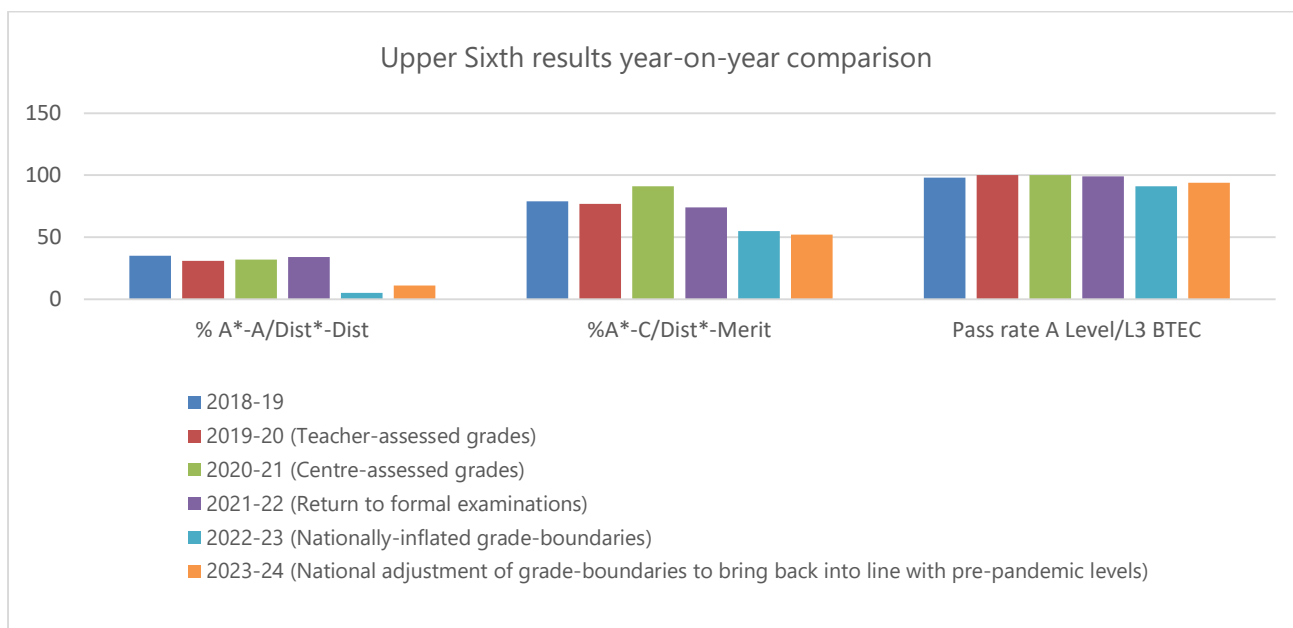
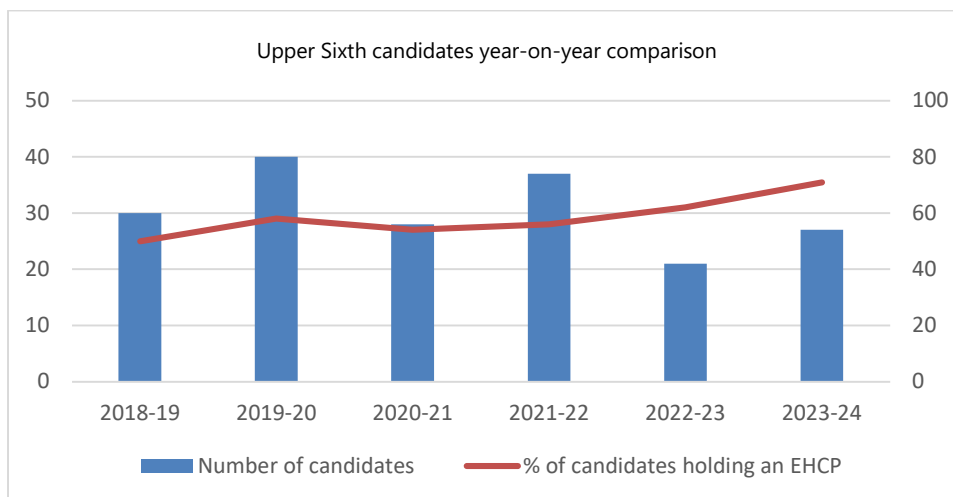
Whilst the number of candidates has fluctuated over the past five years, there has been a trend of a greater proportion of candidates being the subject of an Education, Health and Care Plan (EHCP), indicating a greater degree of special educational need.



Upper Sixth results – summer 2024

All 27 Level 3 (Advanced Level and equivalent) candidates overcame their challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 71% held Education, Health and Care plans (a significant increase, of nine percentage points, compared with the previous year).

- 11% of A Level and equivalent Level 3 BTEC grades awarded at A* to A (Distinction* to Distinction);
- 52% of grades awarded at A* to C (Distinction* to Merit);
- 94% Pass rate at A' Level and equivalent Level 3 BTEC combined.



Leavers' destinations

Of our 27 Upper Sixth students who completed their studies in summer 2024, 63% applied to university degree programmes. Of those, 93% secured places and 73% achieved their first-choice destination, going on to study a wide breadth of degree courses, including:

Acoustical and Audio Engineering,
 Business Management,
 Computer Science,
 Countryside Management,
 Engineering and Technology,

History and Politics,
 Humanities,
 Music Production,
 Politics and International Relations and
 Sports Performance and Coaching.

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Others progressed from our Upper Sixth to specialist Further Education or vocational training, into a gap-year pending deferred entry to university, or directly into employment.

Progress

All pupils' development of independent living skills is tracked through the annual review system and remains a focus within the school's Learning Development Centre curriculum, especially in Occupational Therapy sessions, and Residential boarding curriculum. Pupils are supported to develop social confidence and social inference, and to lessen potential vulnerabilities. They build competence in managing money and in using public amenities, such as shops and public transport. They are taught to develop independence in preparing food. The independent living skills facility within our senior boarding house, St Anthony's, continued to afford older boarding pupils access to a working, domestic-style kitchen, including domestic facilities for clothes-laundry. Boarders are supported to develop confidence and skills in managing domestic functions in preparation for independent living after school, and they have enjoyed preparing their own breakfasts and evening meals, managing their laundry, and ironing.

External inspections

Ofsted

In November 2023, the school underwent the annual residential provision inspection, with the continuation of the Outstanding grading, across the following areas;

Overall experiences and progress of children and young people	Outstanding
How well children and young people are helped and protected	Outstanding
The effectiveness of leaders and managers	Outstanding
Date of inspection; 7 – 9 November 2023	
Overall judgement: Outstanding	

The inspectors wrote;

'Pupils are truly at the heart of this provision'

Ofsted, November 2023

In terms of the grading of the school's Educational provision, in the year ending 31st August 2024, we maintained the 'Outstanding in all areas' judgement awarded in the March 2023 full school inspection, with the graded areas detailed:

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Overall effectiveness at previous inspection (March 2019)	Outstanding
Does the school meet the independent school standards?	Yes

The inspectors wrote:

'The school has been rated outstanding for some time, yet has not stood still in its ambition to evolve and to improve.'

Ofsted, March 2023

CReSTeD

More House School is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), within their Specialist Provision category. The school's accreditation in this respect is reviewed three-yearly requiring a quality-assurance visit conducted by CReSTeD. Our most recent re-accreditation visit was in February 2020; the outcome was the school's re-accreditation for a further three years, although CReSTeD has extended this to 2024 owing to a backlog of quality-assurance visits resulting from the COVID-19 pandemic.

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The report of the quality-assurance visit conducted by CReSTeD is published by CReSTeD on their website, and on the school's website, together with the assessor's overall summary comment:

I fully recommend that More House School continues to be registered in the SPS category with CReSTeD. Teaching and learning are very sound and meeting the social and emotional needs of the pupils continues to be a high priority. The extensive mainstream curriculum and support sessions are successfully timetabled for individual needs. Staff are energetic and the pupils were seen to respond well to them. The school was recently judged as 'Outstanding' by Ofsted and it is very evident to see why when visiting. The school aims to continually move forward embracing new ideas to advance the provision for the pupils and SEND work in the wider community. A new 6th Form Centre, 'Crosslanes', was opened last year and houses an LDC drop-in support service for the sixth formers. The school runs conferences and training for local schools to help enhance the provision for SEND pupils beyond its doors. It is a popular day and boarding boys school set in the Surrey countryside with a commitment towards ensuring that the pupils achieve highly and develop as individuals.

CReSTeD, 2020

A re-accreditation quality assurance visit is expected in the autumn of 2024.

Teacher-training, staff-development and external professionals'-training

During the 2023-24 academic year we continued our commitment to developing the skills and efficacy of the school's practitioners and of professionals working with neuro-diverse pupils beyond More House School, through teacher-training programmes, ongoing staff-development, and the training of educational professionals external to More House School.

Teacher-training

During the 2023-24 academic year, we supported three unqualified teachers in the school through our More House Introduction to Teaching programme, completed successfully. We also guided three qualified members of our teaching staff through the first year of their Early Career Teacher (ECT) induction course, and a further two through their second ECT year. We were supported by the Independent Schools Teacher Induction Panel (ISTIP) who monitor our work in this area to ensure compliance and quality.

New Staff Induction

The school continued to operate a comprehensive induction and training programme for all new employees, with special focus areas for those whose roles are involved in the delivery of teaching, therapy, classroom or teaching department support, or the residential provision, especially promoting employees' understanding of, and competence in meeting the needs of pupils with Developmental Language weaknesses, Specific Learning Difficulties, and associated conditions. 28 employees embarked on this induction programme through the course of the year ending 31st August 2024.

Professional Qualifications

More House School has taken advantage of fully-funded National Professional Qualifications (NPQs), with six staff successfully completing programmes during the 2023-24 academic year and one embarking on a programme.

- 1 X NPQLBC (National Professional Qualification in Leading Behaviour and Culture) Completed Oct 23
- 2 X NPQLT (National Professional Qualification in Leading Teaching and Learning, in a subject, year-group or phase) Completed Oct 23
- 1 X NPQLTD (National Professional Qualification in Leading Teacher Development) Completed Oct 23
- 1 X NPQH (National Professional Qualification for Headship) Completed April 24
- 1 X NPQEL (National Professional Qualification for Executive Leadership) Completed April 24
- 1 X NPQSL (National Professional Qualification for Senior Leadership) Begun October 23

During the course of the year, six members of the residential staff team have been supported to study on NVQ level 3 (x5) and NVQ level 5 (management x1) in Residential Care.

Other higher qualifications

One middle-leader amongst the teaching staff has been supported by the school to pursue the Master of Arts Apprenticeship programme: MA Educational Leadership Apprenticeship, awarded by Coventry University. This was completed in July 24.

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Other miscellaneous training opportunities

Other training to support the school's staff has included:

- Mandatory training courses in many areas.
- Exam board and subject training courses.
- Learning Development Centre staff HCPC (Health Care Professionals Council) accreditation update courses for Occupational Therapists and Speech & Language Therapists.
- CPD visits to other schools.

Accredited CPD courses

The school supported its staff and other, external professionals, to develop their understanding and skills relating to pupils with Specific Learning Difficulties, Developmental Language Disorder, Autism and associated Special Educational Needs, through its suite of Level 3 and Level 4 CPD Standards accredited training and awards. These professional-development programmes are designed, published and delivered by More House School.

- Level 3 Award 'Effective SEND Support'
 - 27 More House School employees enrolled on this course during the year;
- Level 3 Award 'Executive Function'
 - 2 More House School employees enrolled on this course during the year;
- Level 4 'Approaches to SEN in the classroom'
 - 1 More House School employee enrolled on this course during the year.

Learning Beyond the Label Training Course

The school recognises the unique higher level knowledge base in SEN, and in order to share this for the benefit of a broader cohort, developed a course, launched in Sept 23, introducing practitioners to supporting SEND through the support of key cognitive functions and reflecting the evidence base from the University of Cambridge's CALM research project. All employees completed this course in Jan 24 and it was also made available to practitioners in mainstream and other specialist providers. The course was completed by over 250 external users in the period leading up to August 24.

Lecturing/Training

Provision of external, outreach training activities during the course of the year ending 31st August 2024 included:

ISA professional development - delivered 3 x Language is the Basis of Everything, Executive Function and SEND in the Classroom	Charterhouse conference attended by 52 teachers and SENDCOs, with focus on language, support, and working memory from MHS expert practitioners
Level 3 courses online through Thinkific (5)	'Learning Beyond the Label' through Thinkific (351)
Level 3 courses online through Thinkific (3)	'Learning Beyond the Label' through Thinkific [for parents] (58)
Surrey CC holiday activity club training package (90)	'Lets Talk About' series of videos for parents on concentration, problem solving, confidence, processing, and reasoning
Winchester Uni PE PGCE student session delivery	I2i placements through Weydon MAT for 5 trainee teachers
Abbey International, Cambridge consultancy	PGCE SEND placement for one week
Slindon college consultancy	Discussion hub on 'Beyond the Label' online
Lord Wandsworth School – all staff completed Beyond the Label	Hoe Bridge School – 25 staff completed Beyond the Label
Egerton Rothesay School, Berkhamsted – sharing expertise	Governor Training at Andrews Endowed Primary School, Alton
Executive function training at Andrews Endowed Primary School	Unicorn School, Abingdon – sharing expertise

Research projects

- Mentoring Action Research Project with University of Southampton – fortnightly meetings to develop and implement a project in school to identify the areas in Mentoring that worked and the areas that need developing and changing. Results presented at Sept 24 INSET and changes implemented 24-25

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- Beyond the Label Research with CALM (University of Cambridge and University of East Anglia) - developing a research plan and carrying out pilot research to gather preliminary data for a Nuffield funding application in March 25. Included interaction for More House staff with Prof Joni Holmes

Other events and projects

- ITV filming of lesson for segment shown during Feb half term about lack of funding for SEND in schools
- Kin Wells Coaching skills for More House staff with pupil-focussed and middle-management coaching techniques
- Parent resource meetings with FOMH to develop resources for parent training – a survey for parents including questions about parents' training needs, was then adapted our training to meet in the form of the Parents' Learning Beyond the Label course, made available as free for one login per household

Safeguarding

The safeguarding report highlights a comprehensive approach to ensuring the safety and well-being of pupils, staff, and stakeholders. Key initiatives include extensive safeguarding training for staff, focusing on KCSIE updates, adolescent neglect, and child protection. A proactive system monitors pupils' concerns through tools like the "Worry Button," enabling prompt intervention. The DSL team actively collaborates with external agencies, meets regularly to review cases, and ensures that policies, including safeguarding and social media, are updated. Strengths include effective communication with pupils via assemblies and posters, real-time monitoring systems like Impero, and safeguarding newsletters for stakeholders. However, areas for improvement include conducting a pupil safety survey, enhancing CCTV, addressing staff workload in the safeguarding team, and implementing further training on reporting language and CPOMS use. Regular audits and parent workshops on online safety are also planned. These measures reflect the school's commitment to a safe and supportive environment.

The November 2023 inspection highlighted:

Safeguarding processes are excellent. The designated safeguarding lead is dynamic and knowledgeable. They have been instrumental in developing a strong safeguarding culture and disseminating their knowledge to staff.

The designated safeguarding lead ensures that staff and governors are knowledgeable about their safeguarding responsibilities. They use staff development days and bulletins to brief staff on current national and local trends. They have developed a superb, researched-informed safeguarding handbook, which is a key document for staff. When staff report safeguarding concerns, there is excellent monitoring from the headteacher. As a result, staff are confident in reporting concerns and know that they will be managed well.

Other achievements

Engagement in our community

Promoting amongst our pupils responsibility for the less fortunate in our international society has continued to be a very important element of the school's activities.

In the year ending 31st August 2024, the More House School community donated more than £10,000 to charitable causes, supporting the following charities:

British Red Cross	Young Epilepsy
Royal British Legion	RNLI
Cancer Research	Epilepsy Action
St Andrews Church Farnham	Phylis Tuckwell

Staff and Structure

The previous academic year recognised the inability for the school to continue operating with the huge financial burden of the full Teachers Pension Scheme (TPS). The leadership and governors recognised this would seriously risk the financial viability of the school as a going concern as the government continued to increase the employer's contributions with the most notable increase from 16.48% to 23.68% (with further increases planned) from 2020. Following a difficult consultation period, an agreement was reached with the teaching staff for a

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hybrid-TPS scheme to be adopted, capping More House contributions at 21.3% with teachers to top-up (alongside their own employees' contributions of between 7.4% and 11.7%) to the 2024 levels of 28.68%. An alternative Royal London Defined Contribution pension scheme was also initiated at the same time to allow teaching staff the option to switch to this scheme with the school funding the same 21.3% (comprised of 20% employers' contributions and 1.3% Life Assurance and Income Protection Premium), but with full flexibility for the individual to add whatever they desire above a minimum of 2% Employee's Pension Contributions.

In terms of structures, the role of Bursar was deemed to be too narrow, and allowed for the creation of a Chief Operating Officer in its place. This role was filled in June 2024, and, in turn, supported the recruitment of a new Development Director, charged with primary fundraising activities and development of a new school alumni approach.

Performances

In February 2024, senior years pupils staged their musical theatre production, *Twelfth Night Fever*, following on from their previous success of *Rockbeth* the previous year. Again in the same vein as the previous year, the success drove the performance to present at the Edinburgh Fringe, with great success for a second year. This was, again, a truly remarkable experience for pupils with special educational needs and disabilities.

The school's musicians performed at the Frensham Fayre, providing entertainment for the crowds with the Steel Pan Band and the Jazz Band. They also provided music at the Christmas and Easter services, and at a multitude of concerts and other events throughout the year.

Self-evaluation and development-planning

In the year to 31st August 2024, the School Development Plan (SDP), adopted by the Board of Governors, guided the work of the Core Leadership Group and extended Senior Management Team in implementing improvements to the school and to its provision for all pupils. Focused on our school-wide vision – To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them – and on our specific aims.

The plan provides strategic development planning in eight key functions:

- Curriculum
- Pastoral & Safeguarding
- Residential
- Therapy
- Training & Outreach
- I.T.
- Facilities
- Leadership & Management

Capital projects

The two main projects in scope for this period were:

- St Matthews Science Blocks
- All weather playing surface, roadway and pavilion

The first of these saw the current buildings condemned. The re-division of other larger teaching areas in the school allowed for the science provision to be maintained without impact to the curriculum, and has enabled a far better and modern science provision in the new classrooms. The buildings themselves will be demolished early in the 2024/2025 school year and replaced by a new multi-use space via a formal tender and assessment process.

At the time of writing this report, the second, and larger package of work has now received successful planning permission (in the November following the end of this academic years purview) following continuous pressure through the preceding 12 months. Local residents have been engaged in the process, and it is hoped to move forwards in full collaboration with them as we seek the best solution for the boys and other stakeholders alike. This is a very exciting development for the school, which will mitigate current waterlogging problems with our playing surfaces during the winter and solve many of the traffic problems prevalent on site and on the surrounding lanes. It is anticipated that it will take approximately 2 years to raise the funds needed and satisfy the planning conditions prior to breaking turf on this project.

This will result in a full sized 3G playing surface with primacy with football and hockey, but application to any other sport as needs be, plus associated pavilion with home and away changing rooms, community space, and use for other school and Friends events too. The new roadway will alleviate traffic problems on the local roads and also provide for electric charge points for vehicles.

School and Community

More House School continued to provide an essential resource to the local and wider community. The School confirms that it has had regard to the Charity Commission's guidance on Public Benefit. Through the year ended 31st August 2024 more than 500 pupils were educated by the school. Those pupils came from a wide breadth of social backgrounds and from a wide geographical area. 66.13% of the parents made no financial contribution to their sons' educations since, owing to the severity of the young persons' special educational needs, those placements were funded by local authorities – approximately thirty separate local authorities. The school afforded discounts to local authorities funding places in the school dependent on the total number of pupils funded by each authority. A third of pupils in the school were funded privately, and approximately a fifth of pupils received bursaries. Sixth Form students are provided bursaries relevant to the time spent in the school prior to entering the Sixth Form, and this support is afforded to privately funding families and to local authorities alike.

Although most of the school's income was from public money, through fees associated with placements of pupils who are the subject of Education, Health and Care plans, the school was able to support a small number of families experiencing financial hardship, through the provision of exceptional bursaries or deferment of payment schemes, according to the school's means-testing process, and funded by income not derived from local authority payments.

During the 2023-24 academic year, the school continued to support other educational professionals and their students far beyond the school's gates, through the provision of free-of-charge, specialist SEND training. This was delivered through the well-established Spotlight Training seminar series. The school continued to deliver its Level 3 and Level 4 professional development awards, accredited by the CPD Standards Office (part of the Professional Development Consortium). The courses are provided to More House School employees free-of-charge, and to non-More House School professionals at cost. We also continued to provide informal consultancy and advice for many individual teachers, other educational professionals, parents and schools throughout the year. We contributed our expertise within the delivery of a university-led initial teacher training programme.

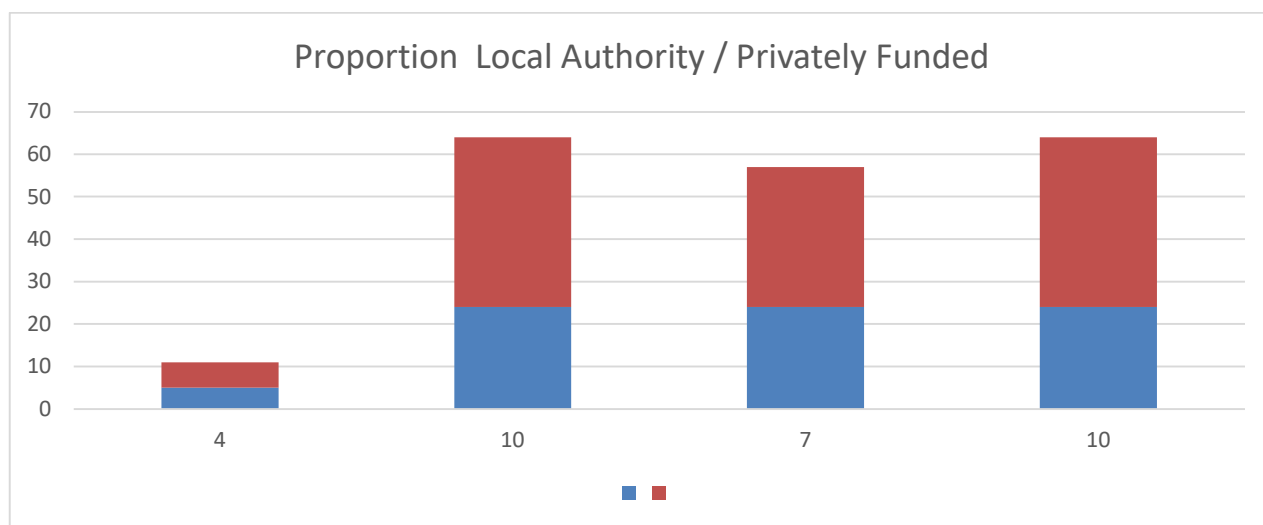
Additionally, More House School supports a variety of other schools and charitable trusts by sharing expertise directly through serving on committees and boards. These include several state-maintained and non-maintained school governorships and independent school governorships, serving on the CReSTeD pre-registration committee, serving on the Independent Schools Council Advisory Group – SEND (Special Educational Needs and Disabilities), serving as a trustee and director of the Independent Schools Association, trusteeship of the Helen Arkell Dyslexia Charity, and Safeguarding Officer for local children's sports clubs and for the Guildford Diocesan Guild of Church Bell-ringers.

The school has continued to support the local community, and especially youth groups, through the provision of specialist facilities and accommodation free of charge. During the 2023-24 academic year this included providing free access to sports pitches and training for Churt Juniors Football Club, free use of sporting facilities for the Hampshire Youth Disability Cricket programme, free use of our Music and Drama facilities for Farnham Music and Drama, free use of school multi-passenger vehicles for local Girl-Guiding and Rowledge's St James' Church Youth Group, and free use of our Music facilities for Farnham Youth Choir.

Strategic report

The average number of pupils on roll during the year was 499, realising a notable increase on the previous academic year's average of 477. This is reflected through the successful application made to the Department for Education to increase the registered capacity by a further 25 pupils; from 490 to 515. This is expected to stabilise, despite the implementation of VAT with increased demand and an improved approach to pupil selection processes.

Of those 499 pupils' placements, 68.3% were funded publicly, by approximately thirty different local authorities, for pupils in receipt of an Education, Health and Care Plan. This represented a broad flat-lining in funded placements compared to the previous academic year, but is expected to rise with the implementation of VAT in the next year.



Future plans

The key areas of focus for strategic management and development planning for the 2024-25 year and beyond comprise:

- responsive strategic financial planning to protect the quality and sustainability of the school's provision, and support its expansion within a climate of financial challenge for independent charitable schools;
- delivery of all aspects of the School Development Plan;
- effective, continuous evaluation and strategic-development planning addressing strengths and opportunities;
- development and expansion of teacher-training, ongoing staff-development, and of the school's outreach programme, including provision of training for external (non-More House School) educational professionals and development of resources for supporting parents;
- plan and delivery of a full digital strategy, complete with approach for roll-out for pupil devices following a depth study as to the most suitable approach considering the unique SEN needs for our children;
- capital development of the site and facilities in accordance with the School Development Plan;
- development of the charity's wider strategy.

School Development Plan

The School Development Plan continues to focus on pupils progress, development of teaching and learning, pastoral development, support to the staff, training, mentoring, and communications, and also facilities, finance and IT developments.

Staff and professionals' training

More House School remains committed to the effective training and continued professional development of its staff. Transferring the school's approach to supporting the professional development of its employees to a coaching model is an important School Development Plan project. External training for all employees, and for managers has been conducted, and will lead to further training and support in the next academic year.

The techniques and structures employed at More House School at superb Value for Money, represent a wholly different, tailor made approach to the education of SEN children. This is the schools USP, and, along with the fully engrained raison d'être for Transforming Outcomes, this is a model that More House wishes to share further in the future. This, as yet, relatively untapped stream, through development of the Beyond the Label concepts represent an exiting opportunity for More House and other schools (State and Independent) to reach more SEN children and transform their futures across the UK.

Capital development

The nature of the school site requires ongoing commitment to the maintenance and development of the school's fabric and facilities. Of particular focus for the immediate future are the three projects of;

- St Matthew's redevelopment. Following condemning of the building early in the year, options are being reviewed for replacement options for this key space. Its location at the front of the school is driving the requirements to include a multi-use space for teaching, exams, overflow, but also external use for educational seminars, events, and further Beyond the Label lectures and seminars. The new space will be an exciting opportunity in the coming year.
- All weather playing surface, pavilion and roadway. With the Project kick-off due in the coming months following the planning approval in November 2024, this represents an outstanding advancement for the physical education of our boys, and also expanding the ability to invite other teams to events all-year round on the site. The current surface suffers from waterlogging issues during the winter, and has no lighting provision. This new surface will be designed primarily for football and hockey, but will be used for a whole variety of other sports, activities and play. The associated pavilion will add a much needed space for changing, post-match events, but also a new space for the school and also for the Friends of More House to host small events and other requirements. Combined with a new road structure, car charging points, but also with a full environmental approach to tree planting and consideration, this represents the most exciting development in the school for 10 years.
- Don Bosco. This wooden building complex of a series of classrooms is requiring increased maintenance activities to keep it running. This is assessed that it will be economically unviable as a space within 5 years and will need replacing. Deep in the heart of the school landscape, this will require the commencement of feasibility studies this coming year as to how to re-imagine this space for the end of the 2020s, as part of a whole-school plan.

Expansion

The ambition to afford access to a More House education to a much wider population of children and young people with Specific Learning Difficulties, Developmental Language Disorder and associated special educational needs remains strong, and the school continues to investigate possible avenues to expanding the provision through the opening of a second school site. Enabling access for female pupils is a key aspect of this ambition, recognising the lack of suitable provision for intelligent children, of both sexes, who benefit from a mainstream, academic curriculum delivered in a manner which supports their cognitive profile and learning difficulties.

This expansion included specific review of a failing school with serious explorations as to the viability of a second campus. These allowed a focussed investigation and feasibility study to be conducted for operational, financial and educational aspects and whilst the risk outweighed the benefit in this instance driving the decision to not take the opportunity, the investigations serve as a strong foundation for further work in the future.

Strategy

Following a Strategy Day held with the Governors and Senior Management Team late in the year, a number of strategic themes and opportunities were explored and researched. As such, the new academic year has seen greater emphasis on development of the More House Strategy, certainly with an eye on the More House Centenary in 15 years time. Central to this will be the potential to expand provision to girls education, and also increase in the sharing of the More House Method of SEN education through a blend of current and new approaches via both heavily discounted and more commercial approaches. This is empowered by the new strength in the Governing body following the many changes over the last year, and by other changes in the school structures.

Risk

Risk management in More House School is considered regularly at CLG and Governor levels to ensure sufficient consideration is being applied. A change this year to the risk framework has seen the risk register reviewed and updated for a more considered pre- and post-mitigation assessment of the key risks the organisation faces.

Prior years identified and framed risks surrounding VAT and business rates changes, which have now occurred to some extent. As the VAT risk has now been realised (notified in the timescale for this financial year, and implemented in the following year), the school has had no option but to flow this through to the parents and Local Authorities in full. The fact that 66% of the fees are covered through EHCPs whereby

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the Local Authority can reclaim the VAT does afford a good deal of protection to the school. Equally, whilst the business rates risk rational has been realised, the specific conditions to it mean that the school is protected from the potential negative financial effects from it and continues with the same cost.

Other key risks revolve around the following areas, all of which have been assessed to be mitigated to acceptable levels;

- Educational standards. Decline in this key corner stone due to lowered teaching standards. This is carefully monitored through curriculum policy reviews, multi-layered teacher training, monitoring, and careful oversight by the Teaching, Learning and Therapy governing committee with relevant skilled Governors involved. A change of Deputy Head (Academic) at the end of this year was de-risked through having the new Deputy Head shadow the outgoing Deputy Head for a whole term.
- Boarding Reduction. The preceding year this arrested the decline in boarding numbers, and this remains the case. Continuous review and improvement of the boarding offering is conducted by the team, with a broad offering for the boys blended with an academic and enjoyable programme of events. Again, this is regularly monitored very proactively by the Governors, and reviewed in committee and at annual Governing Board.
- Recruiting talent (including loss of key talent). The need to attract, recruit and retain the right talent remains a constant task. Affording the right pay level, review of conditions and offering, as well as weekly review of the recruitment status at CLG and termly consideration by the Governors provides a strong backstop to the process.
- Loss of data, IT breach, or cyber attack. Strong proactive steps taken in recent years provides a robust and resilient approach here from the highly skilled IT team. Regular training and testing of the systems and our staff ensure sufficient awareness and reporting and systems redundancy, on multiple levels assure our data and business continuity.
- Fire. A robust approach to fire prevention, with weekly checks in place, as directed by standard best practices with termly whole school fire alarms for day and boarding allows the best mitigation against fire. The fire alarm systems remain robust and well managed with the Health and Safety committee providing termly oversight.
- Accidents and injuries. These are monitored via registers and actively considered regularly to reduce such risks as much as possible in collaboration with key staff, such as our on-site medical team, estates manager, catering manager and Director of Sports. The Health and Safety Committee review this on a termly basis.
- Fraud. Strong checks remain in place to prevent this with multiple layers of controls throughout. Supported by strong banking controls, authorisation method, and procurement checks, this is also monitored by the Finance and General Purpose committee.
- Loss of income. Reviewed permanently through the continued Admissions team push to achieve the maximum student numbers each year, the offering the school provides is under permanent self-scrutiny, and evidenced throughout the year with the various inspections carried out.

Finance Review

The net income for the year comprised:

	2023-24	2022-23	Variance
Charitable Income	£10,588,945	£9,686,923	£902,022
Investments	£30,825	£16,796	£14,029
Voluntary Sources:			
- Donations etc - Unrestricted	£1,050	£3,096	(£2,046)
- Donations etc - Restricted	£1,024,019	£31,006	£993,013
Total Gross Income	£11,644,839	£9,737,821	£1,907,018
Raising Funds Expenditure	£164,112	£142,312	£21,800
Charitable Expenditure - Unrestricted	£10,483,032	£9,397,255	£1,085,777
Charitable Expenditure - Restricted	£15,931	£25,012	(£9,081)
Total Expenditure	£10,663,075	£9,564,579	£1,098,496
Net Income	£981,764	£173,242	£808,522

The Gard'ner Memorial Limited known as More House School
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Investments in Fixed Assets during the year comprised:

Fixed Asset Type	Fixed Asset Project	2024	2023
Freehold Buildings	St Matthews Development	£35,189	£89,948
	MUGA Pavilion & Roadway	£9,200	£17,838
	Site Development Project	£52,935	£ -
		£97,324	£107,786
Furniture & Equipment	Gym Refurbishment	£24,084	£19,574
	IT Strategic Project	£173,769	£273,274
	Other Equipment Projects	£64,276	£ -
		£262,129	£292,848
Motor Vehicles	Site Vehicle	£7,080	£ -
Total Additions		£366,533	£400,634

Resources

Resource was committed to the improvement of the school in a number of areas this year. This included the creation of two new science laboratory's from re-allocation of existing classrooms, division of Media classrooms to make for better space, renewal of the Juniors play areas, re-location of Finance, Admissions and HR departments to more suitable locations, creation of a new meeting room and a new flexible working space. This was alongside the routine upkeep of the site and facilities.

Fundraising

The school carries out no fundraising activities with the public and consequently has had no complaints in this respect. (Last year there were no fundraising activities with the public either)

Investment powers, policy, and performance

The income and property of the company whencesoever derived shall be applied solely towards the promotion of the charitable objects of the company as set forth in the Memorandum. To achieve this, the school aims to implement an efficient structured and effective method of working to ensure More House School finances are kept safe and secure so as they can be made readily available to service the growing needs of the school. Investment regarding capital projects are authorised by the Board of Governors in conjunction with recommendations from the Finance & General Purposes Committee. More House School's Financial Policy is for progression of the school to be achieved only as funds allow without the aid of additional borrowing. Here at More House educational needs must always be the driving influence. We are always attentive to the opportunities available that will optimise the teaching our students receive and the learning potential that can be gained. Financial management will show evidence whether sufficient funds can be made available to change a suggested possibility into reality. This policy has proved its worth over the many years that More House School has been growing and adapting itself to the 'futures' environment. Using external funding for the purchase of external assets such as land and housing which could in the future be sold off without detriment to the School is permissible under this policy.

Reserves

The schools policy is to maintain reserves totalling 3 months of full staff costs. At the end of this accounting year, this represented £2,024,002 equivalent to 19% of income, unrestricted funds (2023: £1,700,000 equivalent to 17.5% of income, unrestricted funds). These funds are kept in a separate account, and changes to the accounts for the school late in this accounting period now allow for higher interest to be drawing from monies held on account for longer periods of time.

The Gard'ner Memorial Limited known as More House School

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As with other schools, our cash flow is affected by our timing of the fees and receipts of payments from parents and Local Authorities. This will be made further complicated in the next accounting period with Education becoming a taxable supply for VAT, however, the school remains exposed to Local Authorities withholding payments, or paying late. As such, the school will review this position in summer 2025 following the second VAT submission and 6 months of operations in this new VAT regime.

At the end of the accounting period, the school held general reserves (ie, uncommitted cash but this also includes the reserve fund detailed above) of £3,250,306 (2023: 3,060,479). The school also has a designated the sum of £11,354,696 in a fixed asset fund (2023: £11,570,847), which represents the historic investment in the fabric of the estate and is therefore not deemed to be readily available.

Statement of Governors' Responsibilities

The Governors, as directors of the charitable company, are responsible for preparing the Governors' Report and the financial statements in accordance with applicable law and regulations.

Company law requires the directors to prepare financial statements for each financial year. Under that law the directors have elected to prepare the financial statements in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these financial statements, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

So far as each of the directors is aware at the time the report is approved:

- there is no relevant audit information of which the company's auditors are unaware; and
- the directors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

AUDITORS

A resolution proposing the re-appointment of HaysMac LLP as auditors to the company will be put to the annual general meeting.

In approving this Governors' Report, the Governors are also approving the Strategic Report included here in their capacity as Company Directors.

Approved by the Board of Governors at its meeting on 20th March 2025 and signed on its behalf by:



Glenn Handley (Chair of Governors)

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL

Opinion

We have audited the financial statements of More House School, The Gard'ner Memorial Limited for the year ended 31 August 2024 which comprise the Statement of Financial Activities, Balance Sheet, Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 *The Financial Reporting Standard applicable in the UK and Republic of Ireland* (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2024 and of the charitable company's net movement in funds, including the income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the governors' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the governors have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charitable company's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)

Other information

The governors are responsible for the other information. The other information comprises the information included in the Governors' Annual Report and the Report of the Chair of Governors. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Governors' Annual Report (which incorporates the strategic report and the directors' report).

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept by the charitable company; or
- the charitable company financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of governors' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of governors for the financial statements

As explained more fully in the statement of governors' responsibilities set out on page 21, the governors (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the governors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)

In preparing the financial statements, the governors are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the governors either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to the regulatory requirements of the Charity Commission and OFSTED, and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Companies Act 2006, Charities Act 2011, Charities SORP (2019) and payroll taxes.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls) and determined that the principal risk was related to the recognition of voluntary income. Audit procedures performed by the engagement team included:

- Enquiries of management regarding correspondence with regulators and tax authorities;
- Review of relevant committee meeting minutes;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Reviewing the controls and procedures of the charity, particularly in relation to the recording of income and processing of payments and payroll, to ensure these were in place throughout the year;
- Evaluating management's controls designed to prevent and detect irregularities;
- Reviewing and testing journal entries made in the year, particularly those made as part of the year-end financial reporting process; and
- Challenging assumptions and judgements made by management in their critical accounting estimates which comprise depreciation and bad debts provision.

**INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF
THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)**

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an Auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.



*Kathryn Burton (Senior statutory auditor)
for and on behalf of HaysMac LLP, Statutory Auditor*

*10 Queen Street Place
London
EC4R 1AG*

Date: 11 April 2025

**STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 AUGUST 2024**

		Unrestricted Funds	Restricted Funds	Total 2024	Total 2023
INCOME FROM:	Notes	£	£	£	£
Charitable activities:					
- School fees receivable	1	10,260,103	-	10,260,103	9,310,971
- Other school income	2	328,842	-	328,842	375,952
Investments – interest		30,825	-	30,825	16,796
Voluntary sources:					
- Appeal and other donations	11	1,050	1,024,019	1,025,069	34,102
		-----	-----	-----	-----
		10,620,820	1,024,019	11,644,839	9,737,821
		-----	-----	-----	-----
EXPENDITURE ON:					
Raising funds:					
- Fundraising and development		13,691	-	13,691	8,641
- Finance and other costs		150,421	-	150,421	133,671
		-----	-----	-----	-----
		164,112	-	164,112	142,312
Charitable Expenditure:					
School operating costs					
- Teaching costs		6,115,187	15,931	6,131,118	5,398,280
- Boarding and catering		1,470,638	-	1,470,638	1,416,133
- Premises		1,585,471	-	1,585,471	1,469,754
- Support and governance costs		1,311,736	-	1,311,736	1,138,100
		-----	-----	-----	-----
Total expenditure	3	10,647,144	15,931	10,663,075	9,564,579
		-----	-----	-----	-----
Net Income/net movement in funds		(26,324)	1,008,088	981,764	173,242
RECONCILIATION OF FUNDS					
Total funds brought forward		14,631,326	15,532	14,646,858	14,473,616
		-----	-----	-----	-----
Total funds carried forward	11	£14,605,002	£1,023,620	£15,628,622	£14,646,858
		=====	=====	=====	=====

A summary Income and Expenditure account has not been prepared as this information is given above. The results above are in respect of continuing activities.

The notes on pages 30 to 48 form part of these financial statements.

BALANCE SHEET

AS AT 31 AUGUST 2024

COMPANY NUMBER 523768

		2024		2023	
	Notes	£	£	£	£
FIXED ASSETS	5		13,069,691		13,315,691
CURRENT ASSETS					
Debtors	6	139,154		211,076	
Cash at bank and in hand		5,436,551		4,074,032	
		-----		-----	
		5,575,705		4,285,108	
CREDITORS: Amounts falling due within one year					
Fees in advance		(761,204)		(755,812)	
Other creditors	7	(570,575)		(483,285)	
		-----		-----	
		(1,331,779)		(1,239,097)	
NET CURRENT ASSETS			4,243,926		3,046,011
			-----		-----
TOTAL ASSETS LESS CURRENT LIABILITIES			17,313,617		16,361,702
CREDITORS: amounts falling due after more than one year					
	8		(1,684,995)		(1,714,844)
			-----		-----
TOTAL NET ASSETS			15,628,622		14,646,858
			=====		=====
FUNDS:					
UNRESTRICTED FUNDS	11				
– GENERAL			3,250,306		3,060,479
– DESIGNATED			11,354,696		11,570,847
RESTRICTED FUNDS	11		1,023,620		15,532
			-----		-----
TOTAL			£15,628,622		£14,646,858
			=====		=====

The financial statements were approved and authorised for issue by the Board of Governors on 20th March, 2025 and were signed below on its behalf by:



Glenn Handley (Chair)



Andy Routley (Deputy Chair)

**STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2024**

	Notes	2024		2023	
		£	£	£	£
Cash flows from operating activities:					
Net cash provided by operating activities	17		1,854,836		1,209,065
Cash flows from investing activities:					
Interest from investments		30,825		16,796	
Interest payable on loans		(126,760)		(94,407)	
Purchase of tangible fixed assets		(366,533)		(400,634)	
Proceeds from sale of tangible fixed assets		-		-	
Net cash used in investing activities			(462,468)		(478,245)
Cash flows from financing activities:					
Repayment of loan		(29,849)		(37,504)	
Net cash used in financing activities			(29,849)		(37,504)
Change in cash and cash equivalents in the year			1,362,519		693,316
Cash and cash equivalents at the start of the year			4,074,032		3,380,716
Cash and cash equivalents at the end of the year			£5,436,551		£4,074,032

	Notes	At 1 September 2023		Other non-cash changes	At 31 August 2024	
		£	£		£	£
Cash and bank		4,074,032	1,362,519	-	5,436,551	
Bank loans payable within one year	9	(30,000)	-	-	(30,000)	
Bank loans payable after one year		(1,714,844)	29,849	-	(1,684,995)	
Net cash / (net debt) position		2,329,188	1,392,368	-	3,721,556	

The notes on pages 30 to 48 form part of these financial statements.

ACCOUNTING POLICIES FOR THE YEAR ENDED 31 AUGUST 2024

a) Basis of Accounting

The financial statements have been prepared in accordance with the Statement of Recommended Practice for Charities (SORP 2015) (Second Edition, effective 1 January 2019, the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Gard'ner Memorial Limited More House School meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

b) Preparation of the accounts on a going concern basis

Having assessed the school's financial position and plans for the foreseeable future, the risks to which the School is exposed including the ongoing impact of the rising cost of living and inflationary pressures, and the detailed cash projections and budgets to August 2025, the Governors are satisfied it remains appropriate to prepare the accounts on a going concern basis. There are no material uncertainties regarding the School's going concern status.

b) Critical accounting judgements and key sources of estimation uncertainty

In the application of the accounting policies, Governors are required to make judgement, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the governors, no assumptions concerning the future or estimation uncertainty affecting assets or liabilities at the balance sheet date are likely to result in a material adjustment to their carrying amounts in the next financial year.

ACCOUNTING POLICIES

FOR THE YEAR ENDED 31 AUGUST 2024

d) Income recognition

All income is recognised once the School has entitlement to the income, it is probable that the income will be received and the amount of income can be measured reliably.

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Voluntary incoming resources are accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, donation income is credited to the relevant restricted fund and incoming endowments are accounted for as permanent trust capital or expendable trust capital, according to whether the donor intends retention is to be permanent or not.

Investment income from bank balances and fixed interest securities is accounted for on an accruals basis.

e) Government grants

Government grant income represents the total amount received from the Department of Education under the Coronavirus Recovery Scheme).

f) Expenditure

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the SoFA is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Governance costs comprise the costs of complying with constitutional and statutory requirements. Irrecoverable VAT is included with the item of expenditure to which it relates.

ACCOUNTING POLICIES FOR THE YEAR ENDED 31 AUGUST 2024

g) Fixed Assets

All fixed assets are stated at cost less depreciation. Expenditure on fixed assets is capitalised where the cost (or the value if donated) is in excess of £5,000.

Depreciation is provided to write off the cost of fixed assets, other than freehold land, using the following methods:

Freehold buildings	- 50 years
Furniture and equipment	- 10 years
Computer equipment	- 4 years
Motor vehicles	- 5 years
Leased assets	- Over the life of the lease

h) Hire Purchase and Finance leases

Assets obtained under hire purchase and finance leases are capitalised as tangible fixed assets. These assets are depreciated over the shorter of the lease term and their useful lives. Finance leases are those where substantially all of the benefits and risks of ownership are assumed by the company. Obligations under such agreements are included in creditors net of the finance charges allocated to future periods. The finance element of the rental payment is charged to the Statement of Financial Activities so as to produce a constant periodic rate of charge on the net obligations outstanding in each period.

i) Pensions

Retirement benefits to employees of the School are provided through two pension schemes, one defined benefit and one defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The Teachers' Pension Scheme - this scheme is a multi-employer pension scheme. It is not possible to identify the College's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable.

ACCOUNTING POLICIES

FOR THE YEAR ENDED 31 AUGUST 2024

Personal Pension Plan - this is a defined contribution group personal pension plan with Prudential or NEST. Employer's pensions costs are charged in the period in which the salaries to which they relate are payable.

j) Funds

The different funds are defined as follows:

Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.

Unrestricted funds are those funds available to the School for its general purposes.

It is the policy of the governors to retain in unrestricted funds, amounts which in their judgement, can help to mitigate the short-term effects of income volatility and retain funds to generate sufficient income to meet current and future operational activities of the School.

k) Debtors

Fee and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

l) Cash at bank and in hand

Cash at bank and in hand includes bank accounts, cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

m) Creditors and provisions

Creditors and provisions are recognised where the School has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2024**

1. FEES RECEIVABLE	2024	2023
	£	£
Fees receivable consist of:		
School fees	10,771,774	9,959,111
Less: bursaries, grants and allowances	(511,671)	(648,140)
	-----	-----
	£10,260,103	£9,310,971
	=====	=====

2. CHARITABLE ACTIVITIES – OTHER INCOME	2024	2023
	£	£
Extras and other educational income	97,464	94,066
Registration fees/FIL	49,032	34,497
Government grants	87,164	119,018
Sundry income	95,182	128,371
	-----	-----
	£328,842	£375,952
	=====	=====

3. ANALYSIS OF TOTAL EXPENDITURE - 2024

	Staff costs	Other	Depreciation	Total 2024	Total 2023
	£	£	£	£	£
Raising funds:					
Fundraising and development	-	13,691	-	13,691	8,641
Finance costs	-	150,421	-	150,421	133,671
Charitable Activities:					
School operating costs:					
Teaching	5,680,334	450,784	-	6,131,118	5,398,280
Boarding and catering	877,888	592,750	-	1,470,638	1,416,133
Premises	274,533	698,405	612,533	1,585,471	1,469,754
Support and governance	878,280	433,456	-	1,311,736	1,138,100
	-----	-----	-----	-----	-----
	£7,711,035	£2,339,507	£612,533	£10,663,075	£9,564,579
	=====	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2024**

ANALYSIS OF TOTAL EXPENDITURE - 2023

	Staff costs	Other	Depreciation	Total 2023	Total 2022
	£	£	£	£	£
Raising funds:					
Fundraising and development	-	8,641	-	8,641	14,195
Finance costs	-	133,671	-	133,671	69,603
Charitable Activities:					
School operating costs:					
Teaching	4,965,760	432,520	-	5,398,280	5,096,014
Boarding and catering	814,420	601,713	-	1,416,133	1,334,903
Premises	251,746	654,066	563,942	1,469,754	1,305,102
Support and governance	768,840	369,260	-	1,138,100	1,010,135
	-----	-----	-----	-----	-----
	£6,800,766	£2,199,871	£563,942	£9,564,579	£8,829,952
	=====	=====	=====	=====	=====

Support and governance costs all relate to the direct operating costs of the school and principally comprise of:

	2024	2023
	£	£
Administrative staff costs	847,080	768,840
Termination settlement	31,200	-
Office running costs (see note below)	(13,742)	37,707
Professional fees	196,832	166,992
Travel	612	411
Other	197,091	134,085
Governance costs	52,663	30,065
	-----	-----
	£1,311,736	£1,138,100
	=====	=====

Expenditure includes:

Auditors remuneration: Audit	21,600	19,338
Auditors remuneration: Other services	12,540	1,620
Operating lease payments – plant, machinery and minibuses	35,083	34,282
Interest payable on loans	126,760	94,409
Depreciation	612,533	563,942

During the year historic telephone charges of £31,299 were refunded to the School. Office running costs for the year, subsequently ended as a credit balance of -£13,743 (2023: £37,707).

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2024**

4. STAFF COSTS:	2024	2023
	£	£
Salaries and wages	6,142,563	5,496,094
Social security costs	606,635	537,650
Pension contributions	911,062	758,724
Apprentice Levy	19,575	8,298
Termination Settlement	31,200	-
	-----	-----
	£7,711,035	£6,800,766
	=====	=====

The average number of employees during the year was made up as follows:

	2024	2023
Teaching	129	124
Other	58	58
	-----	-----
	187	182
	=====	=====

The number of staff on a full time equivalent basis was as follows:

Teaching – full-time	72	75
Teaching – part-time	38	29
	-----	-----
	110	104
	-----	-----
Other – full-time	25	22
Other – part-time	22	24
	-----	-----
	47	46
	-----	-----
Total full-time equivalent employees	157	150
	=====	=====

No trustee earned any remuneration in either the current or previous financial years. The School paid for sixteen governors to have access to governance memberships, courses, conferences, webinars, forum meetings, advice and training amounting to £11,923 course fees only, no travel (2023 The School paid for eight governors to obtain training and to attend forum meetings amounting to £9,107 course fees only, no travel). Due to Governor rotation, the School also paid recruitment fees of £6,600 to place new Governors (2023: £4800). There were no reimbursed expenses to trustees in the year.

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2024**

The company is a registered charity and therefore not liable to taxation on its charitable income or capital gains.

During the year there were three higher paid employees earning between £60,000-£70,000, of which one being paid for part of the year; three between £70,000-£80,000; two between £100,000-£110,000, of which one being paid for part of the year; and one between £150,000-£160,000 (2023: three higher paid employees earning between £60,000-£70,000; one between £70,000-£80,000; one between £90,000-£100,000; and one between £110,000-£130,000). The school made employer's pension contributions of £91,535 (2023: £69,522) on behalf of the higher paid employees.

Staff benefits (comprising of gross salary, employer's pension contributions, employer's national insurance contributions) paid to key management personnel amounted to £803,527 (2023 £608,604).

5. FIXED ASSETS	Freehold Land £	Freehold Buildings £	Furniture & Equipment £	Motor Vehicles £	Total £
COST					
As at 1 September 2023	1,321,036	15,333,765	1,711,110	49,052	18,414,963
Additions	-	97,324	262,129	7,080	366,533
Disposals	-	-	-	-	-
	-----	-----	-----	-----	-----
As at 31 August 2024	1,321,036	15,431,089	1,973,239	56,132	18,781,496
	-----	-----	-----	-----	-----
DEPRECIATION					
As at 1 September 2023	-	4,153,406	899,653	46,213	5,099,272
Charge for year	-	294,949	316,979	605	612,533
Disposals	-	-	-	-	-
	-----	-----	-----	-----	-----
As at 31 August 2024	-	4,448,355	1,216,632	46,818	5,711,805
	-----	-----	-----	-----	-----
NET BOOK VALUE					
At 31 August 2024	£1,321,036	£10,982,734	£756,607	£9,314	£13,069,691
	=====	=====	=====	=====	=====
At 31 August 2023	£1,321,036	£11,180,359	£811,457	£2,839	£13,315,691
	=====	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2024**

6. DEBTORS	2024	2023
	£	£
Fee debtors	7,242	50,085
Sundry debtors	6,183	96,758
Prepayments and accrued income	125,729	64,233
	-----	-----
	£139,154	£211,076
	=====	=====
7. OTHER CREDITORS: amounts falling due within one year	2024	2023
	£	£
Trade creditors	190,440	144,403
Social security and other taxes	150,773	130,757
Other creditors	126,376	121,018
Accruals	72,986	57,107
Bank loan (see note 9 below)	30,000	30,000
	-----	-----
	£570,575	£483,285
	=====	=====
8. CREDITORS: amounts falling due after one year	2024	2023
	£	£
Bank loan (see note 9 below)	1,684,995	1,714,844
	-----	-----
	£1,684,995	£1,714,844
	=====	=====

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2024**

9. BANK LOANS	2024	2023
	£	£
Bank loans are payable as follows:		
Within one year	30,000	30,000
Within one to two years	30,000	30,000
Between two and five years	90,000	100,000
After five years	1,564,995	1,584,844
	-----	-----
	£1,714,995	£1,744,844
	=====	=====

The above loan was renewed in the previous year (2023) at a rate of 1.75% above base rate This agreement runs until 2027 when it is expected to be renewed.
 The loan is secured on the school's freehold property.

10. MEMBERS GUARANTEE

The Gard'ner Memorial Limited is a company limited by guarantee. There is therefore no share capital. At 31 August 2024 there were fourteen members of the company, who were also the Governors. Each member guarantees to contribute 5p in the event of the company being wound up.

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2024**

11. MOVEMENT IN FUNDS - 2024	Balance at				Balance at 31 August 2024
	1 September				
	2023	Income	Expenditure	Transfers	
	£	£	£	£	£
Unrestricted					
- General Fund	3,060,479	10,620,820	(10,647,144)	216,151	3,250,306
- Designated Fund	11,570,847	-	-	(216,151)	11,354,696
Restricted					
- Appeal Fund	-	-	-	-	-
- Bursary Fund	-	500,000	-	-	500,000
- Facilities Fund	15,532	524,019	(15,931)	-	523,620
	-----	-----	-----	-----	-----
	£14,646,858	£11,644,839	(£10,663,075)	£-	£15,628,622
	=====	=====	=====	=====	=====

Facilities Fund consists of various donations towards various school facilities. During the year the School also received a donation of £500,000, restricted to improving the School's infrastructure (Facilities Fund) and £500,000, restricted to provide a bursary fund to assist those in hardship (Bursary Fund). These restricted funds will be utilised in subsequent years for worthy causes and projects.

Remaining donations and other income also relating to facilities were added to the restricted fund in the year. Any unspent income remains as restricted funds to be used in subsequent years.

The designated fund represents amounts tied up in fixed assets less mortgage loans in respect of those assets.

MOVEMENT IN FUNDS - 2023	Balance at				Balance at 31 August 2023
	1 September				
	2022	Income	Expenditure	Transfers	
	£	£	£	£	£
Unrestricted					
- General Fund	2,767,428	9,706,815	(9,539,567)	125,803	3,060,479
- Designated Fund	11,696,650	-	-	(125,803)	11,570,847
Restricted					
- Appeal Fund	-	-	-	-	-
- Facilities Fund	9,538	31,006	(25,012)	-	15,532
	-----	-----	-----	-----	-----
	£14,473,616	£9,737,821	(£9,564,579)	£-	£14,646,858
	=====	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2024**

12. ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2024

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,069,691	3,220,306	(1,684,995)	14,605,002
Restricted	-	1,023,620	-	1,023,620
	-----	-----	-----	-----
	£13,069,691	£4,243,926	(£1,684,995)	£15,628,622
	=====	=====	=====	=====

ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2023

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,315,691	3,030,479	(1,714,844)	14,631,326
Restricted	-	15,532	-	15,532
	-----	-----	-----	-----
	£13,315,691	£3,046,011	(£1,714,844)	£14,646,858
	=====	=====	=====	=====

13. CAPITAL COMMITMENTS

2024	2023
£	£

Commitments for future capital expenditure not provided for in these accounts are:

Authorised and contracted for	-	-
	=====	=====

The School has set aside funds for capital expenditure projects. As at 31 Aug 2024 these projects were not contracted for and therefore capital commitments were zero (2023: zero).

NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 AUGUST 2024

14. PENSION COMMITMENTS

Retirement benefits to employees of the School are provided through two pension schemes, one defined benefit and one defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The School participates in the Teachers' Pension Scheme ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £744,610 (2023: £605,348) and at the year-end £93,447 (2023: £73,358) was accrued in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2020 and the Valuation Report was published in October 2023.

Following the McCloud judgement, the remedy proposed that when benefits become payable, eligible members can select to receive them from either the reformed or legacy schemes for the period 1 April 2015 to 31 March 2022. The actuaries have assumed that members are likely to choose the option that provides them with the greater benefits, and in preparing the 2020 valuation has valued the 'greater value' benefits for groups of relevant members.

The employer contribution rate for the TPS is 28.6%, and employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 28.68%.

Other staff are enrolled into the School's defined contribution scheme to which the School contributes 6% of gross salary. There were contributions of £19,279 (2023: £15,094) owing in respect of contributions to this scheme at the year-end.

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2024**

15. OPERATING LEASE COMMITMENTS

2024

2023

£

£

At the year-end the school had future minimum lease payments under non-cancellable operating leases as follows:

Within 1 year

22,429

33,399

Between 2 – 5 years

4,052

26,481

£26,481

£59,880

=====

=====

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2024**

16. RELATED PARTY TRANSACTIONS

There were no related party transactions in either the current or prior year.

**17. RECONCILIATION OF NET INCOME TO NET CASH FLOW
FROM OPERATING ACTIVITIES**

	2024	2023
	£	£
Net income for the reporting period (as per the statement of financial activities)	981,764	173,242
Depreciation	612,533	563,942
Interest receivable	(30,825)	(16,796)
Interest payable	126,760	94,407
Decrease/(increase) in debtors	71,922	(77,601)
Decrease in creditors	92,682	471,871
	-----	-----
Net cash provided by operating activities	1,854,836	1,209,065
	=====	=====

18. CONTROL

The school is controlled by the Board of Governors as disclosed in the Reference and Administrative Information on page 2.

19. SUBSIDIARY COMPANIES

The More House Foundation is a connected entity that is headed up by Mr Barry Huggett OBE, the former Headmaster of More House School. B Huggett has overall control of the Foundation which operates separately to the School, although promoting the services of the School but offering in its own capacity educational consultancy services. These services are delivered by B Huggett and others with specialist knowledge from their working experiences and qualifications. Separate accounts are collated by the Foundation.

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2024**

20. STATEMENT OF FINANCIAL ACTIVITIES - 2023

	Unrestricted Funds £	Restricted Funds £	Total 2023 £
INCOME FROM:			
Charitable activities:			
- School fees receivable	9,310,971	-	9,310,971
- Other school income	375,952	-	375,952
Investments – interest	16,796	-	16,796
Voluntary sources:			
- Appeal and other donations	3,096	31,006	34,102
	-----	-----	-----
	9,706,815	31,006	9,737,821
	-----	-----	-----
EXPENDITURE ON:			
Raising funds:			
- Fundraising and development	8,641	-	8,641
- Finance and other costs	133,671	-	133,671
	-----	-----	-----
	142,312	-	142,312
Charitable Expenditure:			
School operating costs			
- Teaching costs	5,373,268	25,012	5,398,280
- Boarding and catering	1,416,133	-	1,416,133
- Premises	1,469,754	-	1,469,754
- Support and governance costs	1,138,100	-	1,138,100
	-----	-----	-----
Total expenditure	9,539,567	25,012	9,564,579
	-----	-----	-----
Net Income/net movement in funds	167,248	5,994	173,242
RECONCILIATION OF FUNDS			
Total funds brought forward	14,464,078	9,538	14,473,616
	-----	-----	-----
Total funds carried forward	£14,631,326	£15,532	£14,646,858
	=====	=====	=====

**DETAILED ANALYSIS OF INCOME
 FOR THE YEAR ENDED 31 AUGUST 2024 UNAUDITED**

	2024	2023
	£	£
FEES RECEIVABLE		
Gross fees	10,771,774	9,959,111
Less bursaries, grants and allowances	(511,671)	(648,140)
	-----	-----
	10,260,103	9,310,971
Extras receivable and other educational income	97,464	94,066
	-----	-----
	10,357,567	9,405,037
BANK AND OTHER INTEREST	30,825	16,796
	-----	-----
	10,388,392	9,421,833
DONATIONS	1,050	3,096
OTHER INCOME		
Registration fees	49,032	34,497
Other school income	182,346	247,389
	-----	-----
	231,378	281,886
TOTAL OPERATING INCOME	10,620,820	9,706,815
TOTAL RESTRICTED INCOME	1,024,019	31,006
	-----	-----
TOTAL INCOME	£11,644,839	£9,737,821
	=====	=====

**DETAILED ANALYSIS OF EXPENDITURE
 FOR THE YEAR ENDED 31 AUGUST 2024**

CHARITABLE EXPENDITURE	2024	2023
	£	£
TEACHING COSTS		
Teaching staff salaries	5,680,334	4,965,760
Cost of extras	120,339	107,470
Courses	28,444	41,744
Teaching materials	302,001	283,306
	-----	-----
	6,131,118	5,398,280
	-----	-----
BOARDING AND CATERING		
Catering staff salaries	253,277	230,891
Catering costs	516,106	514,467
Cleaning staff salaries	242,459	206,098
Cleaning costs	60,664	61,870
Laundry – staff salaries	17,120	846
Laundry – other	15,980	25,376
Care staff salaries	365,032	376,585
	-----	-----
	1,470,638	1,416,133
	-----	-----
PREMISES		
Insurance	55,072	51,887
Rates and water	38,564	46,203
Light and heat	304,431	255,012
Maintenance staff salaries	274,533	251,746
Garden and grounds	56,833	79,610
Repairs and maintenance	209,040	196,026
Trade refuse	34,465	25,328
Depreciation	612,533	563,942
	-----	-----
	1,585,471	1,469,754
	-----	-----

**DETAILED ANALYSIS OF EXPENDITURE
 FOR THE YEAR ENDED 31 AUGUST 2024**

	2024	2023
	£	£
OTHER SUPPORT COSTS		
Staff salaries	847,080	768,840
Staff recruitment	59,685	14,082
Staff travel	612	411
Printing, postage and stationery	2,223	2,772
Telephone	(15,965)	34,935
Motor	38,280	39,702
Sundry costs	65,993	53,456
Subscriptions and donations	30,826	25,501
H M Discretionary	2,307	1,344
Professional and other costs	196,832	166,992
Termination settlements	31,200	-
	-----	-----
	1,259,073	1,108,035
	-----	-----
GOVERNANCE COSTS		
Audit and accountancy	34,140	20,958
Governor expenses	18,523	9,107
	-----	-----
	52,663	30,065
	-----	-----
PUBLICITY AND FUNDRAISING		
Promotion	13,691	8,641
	-----	-----
FINANCE COSTS		
Bank charges and interest payable	10,007	9,040
Loan & mortgage interest	126,760	94,407
Bad debts	13,654	30,224
	-----	-----
	150,421	133,671
	-----	-----
TOTAL EXPENDITURE	10,663,075	9,564,579
TOTAL INCOME	11,644,839	9,737,821
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SURPLUS FOR YEAR	£981,764	£173,242
	=====	=====

GARD'NER MEMORIAL LIMITED

England & Wales - Charity number 311872

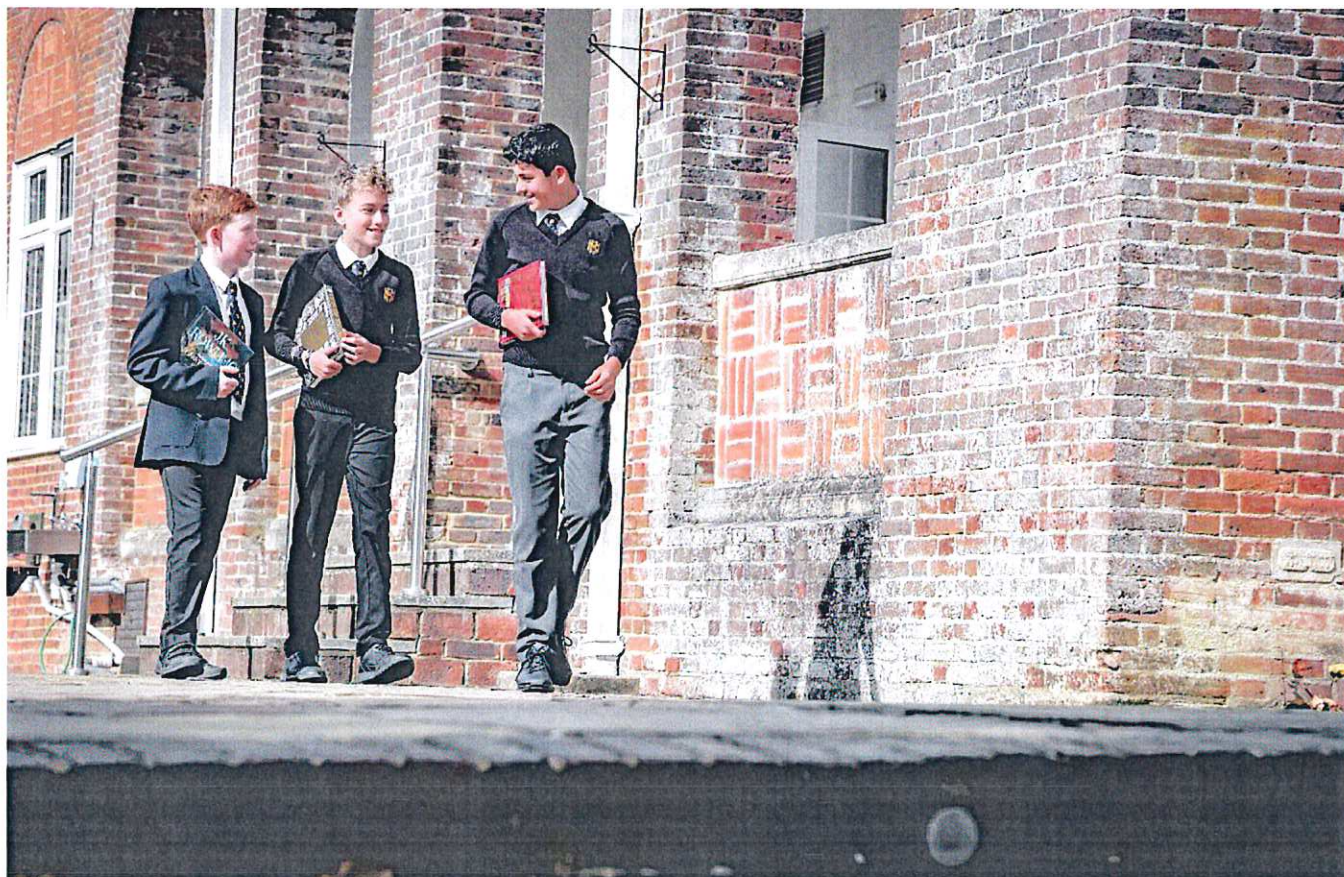
Accounts



The Gard'ner Memorial Ltd
(A company limited by guarantee)
Trading as More House School

Governors' Report and Financial Statements
For year ending 31st August 2023

Registered Charity number. 311872
Registered Company number. 523768



Reference and Administrative Information

Registered charity number 311872
Registered company number 523768

Governing document The charity is controlled by its governing documents, comprising its Memorandum and Articles of Association, and constitutes a private limited company, limited by guarantee, as defined by the Companies Act 2006. The company was incorporated in England.

Governors (Directors)

Mr Glenn Handley MBA (Chair)*1*3
 Mrs Pamela Edworthy BSc (Hons) PGDip PGCE (Deputy Chair)*2,*4
 Mr Andrew Routley (appointed 29.09.2022) *1
 Mrs Suzie Brand *3 *4
 Mr Robert Forster MSc BSc *1
 Ms Lindsay Gowland MA (Ed.) ACIS (resigned 02.06.2023) *3
 Mr Gary Hay BA (Hons) *1, *3
 Mrs Alison Reynolds (appointed 15.06.2023) *3
 Mr Graham Spawforth MA Med PGCE *2
 Fr Nicholas Gosnell *2
 Mr Michael Sicely (resigned 31 December 2023) *1
 Mrs Christine Goodyear LL.B
 Ms Kyla DeSousa (appointed 5 February 2024)

Membership of Sub-Committees
 *1 – Finance & General Purposes
 *2 – Teaching, Learning & Therapy
 *3 – Safeguarding & Welfare
 *4 – Governance & Nominations

Website www.morehouseschool.co.uk
Auditors Haysmacintyre LLP, Fairfax House, 15 Fullwood Place, London, WC1V 6AY
Bankers Barclays Bank PLC, 1 Churchill Place, Canary Wharf, London E14 5HP
Solicitors GBH Law, 7/8 Innovation Place, Douglas Drive, Godalming, Surrey, GU7 1JX
Key Executives Mr Jonathan Hetherington BA (Hons) MSc (Ed.) QTS, Headmaster
 Mr Stephen Johnson FFA FFTA, Bursar & Clerk to the Governors

Report of the Chair of Trustees

'This is a school where high ambitions underpin every aspect of day-to-day life.'

'The school has been rated outstanding for some time, yet has not stood still in its ambition to evolve and to improve.'

Ofsted, March 2023

The 2022-23 academic and financial year has been one of excitement and high achievement for our school community, guided by our shared vision, mission and values.

We aim to provide the best possible environment in which our pupils are empowered to transform their futures, governed by our community's commitment to the values of kindness, spirit and responsibility.

This sentence describes everything we do and gives a clear sense of direction for the future.

Too many children are failed by the limitations of their educational environment. Experiencing weakness in their developmental language, in their literacy, in their ability to manage competing sensory information and to sustain attention, they become certain they are not clever, and lose their confidence in themselves and in their surroundings. Frightened of a future in which they cannot see themselves as successful, they struggle to show the resilience necessary to face the challenge of the classroom; a classroom in which the narrow focus of assessment emphasises their weaknesses and hides from them their natural strengths. One-to-one interventions, or withdrawal from the class cement their social isolation and feelings of inadequacy.

At More House School, we believe in helping our students to find their talents and interests. We show them an exceptionally broad, ambitious mainstream curriculum in which classroom teaching, in every lesson, is adapted to meet their learning support needs. We teach them the skills to enable their independence in the classroom and socially. We foster their aspiration.

Ours is a unique school, in which our inspirational teachers, therapists, pastoral and residential staff, and all our community, work together to make our children powerful in their own lives, realising exceptional results in public examinations and in their social experiences, leading to successful transitions into university, further study, vocational training and the work place.

We were thrilled with our students' exam results this summer 2023, in which 77% of GCSE and equivalent BTEC grades were awarded at 9 to 4 (A* to C, or Distinction* to Level 2 Pass); 68% of our Year Eleven pupils achieved at least five A* to C equivalent grades; and 57% of candidates achieved at least five A* to C equivalent grades including GCSE English and GCSE Mathematics. Half of students achieved at least one grade at 9 to 7 (equivalent to A* to A, or Distinction* to Distinction), and they beat the national averages for good passes in GCSE English and in GCSE Mathematics.

In our Sixth Form, students achieved a 91% Pass rate at GCSE and equivalent Level 3 BTEC combined, with 55% of grades awarded at A* to C (Distinction* to Merit). A large majority of our Sixth Form leavers progressed to university degree study in courses as varied as Acting, Animal Behaviour, Architecture, Biomedicine, Biochemistry, Computer Games Design, Computer Science and Cybersecurity, Film, Mechanical Engineering, Paramedic Science, Politics, and Television Production and Media.

In February 2023, the success of our senior pupils' musical theatre production of *Rockbeth* – an innovative marrying of Shakespeare with popular rock anthems – led to a project to take it to the Edinburgh Fringe; the world's largest arts festival. After some whole community fundraising, the cast, musicians and crew performed a week's run in Edinburgh during August 2023, to sell-out audiences.

In March 2023, the school underwent two routine inspections by the Department for Education's schools and social care inspectorate, Ofsted. The inspection teams found our school community and provision to be of the highest possible standards, reaffirming the top grade in every single judgement area, of both inspection reports. The inspectors recognised the strength of aspiration which drives every aspect of our school, publishing:

'This is a school where high ambitions underpin every aspect of day-to-day life.'

And recognising the tireless energy of our leadership team:

'The school has been rated outstanding for some time, yet has not stood still in its ambition to evolve and to improve.'

Careful stewardship of the charity's resources, and prudent financial management during a period of challenge for the independent school sector and for charitable schools, is vital to the continued growth and success of More House School, recognising the majority of the school's income is from local government. The substantial jumps in employers' contributions towards the national Teachers' Pension Scheme, in 2019, and expected again in 2024, present great additional burden on independent schools for no improvement in teachers' conditions. During the year, the school's governors revisited previous years' examination of the associated risks and presented to the school's teaching staff a proposal for exiting the national scheme and replacing it with a defined contribution scheme in which costs could be controlled. This took the form of a formal consultation with affected staff, leading to industrial action by members of two trade-unions. A successful resolution, welcomed on both sides, was secured early in the autumn of 2023, protecting the charity from future increases, with the employer's contribution rate, for teaching staff pensions, at 21.3% of salary, taking effect from 1st September 2024.

In July 2023, we presented our annual Founder's Day ceremony and celebrations, marking the successful conclusion of the school year and celebrating every individual pupil's progress and success over the year. We were honoured to host local double Paralympic Gold medallist, Rachel Morris MBE, who presented pupils' awards and delivered an inspirational address. Such events are powerful in demonstrating to our students, explicitly, their achievements and worth, encouraging their sense of self-efficacy and potential. As ever, we were delighted to welcome back so many More House alumni.

Core to the school's mission is the quality of its staff and support for their continued professional development. The school's nationally-accredited Level 3 and 4 training and awards complement a much wider programme of in-service training activities, including external trainers and the sharing, internally and through our outreach work, of our own knowledge and best-practice. An important project through the year and into the future is the adoption of a coaching model, enabling colleagues to support one another to be self-reflective practitioners, aspirational for their professional development in order to benefit our pupils. Engaging more of our expert practitioners in delivering outreach training, supporting external professionals, other schools and pupils' parents has many benefits.

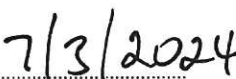
Planning for the continued investment in our school campus and facilities has also remained a priority. We have developed plans for replacing buildings, for extending pupils' sports resources and for improving the safety of pedestrians and vehicles, with a key ambition being to reduce, as far as possible, the impact of the school's day-to-day operations on neighbouring residents, especially relating to traffic congestion.

Our long-term ambition, as our school has grown so significantly over the years, remains to expand our operations to afford a greater number of children and young people with learning challenges, access to our uniquely powerful and transformative educational model. We wish to be in a position to support female pupils as well as male, and continue to explore possible opportunities for developing a second school site whilst ensuring the quality and sustainability of the outstanding provision of More House School, Frensham, remains assured.

Signature:


.....
G. Handley, Chair of Trustees

Date:


.....

Report of the trustees

The trustees of the Gard'ner Memorial Limited, who are also the charity's directors for the purposes of the Companies Act 2006, are pleased to present their annual report, together with the financial statements of the charity for the year ended 31st August 2023, which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

Objectives and activities

The objects of the charity are:

The advancement of education including, but not limited to, running the More House School, Frensham, and educating children, particularly those with learning difficulties, but also disseminating best practice in techniques of teaching and learning through training, consultation, assessment, research and related activities, both in the UK and internationally, so continuing the tradition of the late Reginald Joseph Gard'ner for the public benefit.

Too many children are failed by the mainstream education system, where typical methods of teaching and support in the classroom fail to uncover the true cognitive potential of children who experience weaknesses in their literacy and developmental language skills, and those affected by associated difficulties including Developmental Coordination Disorder and attention deficit conditions. Such children may be intellectually very capable but are left believing themselves not clever, disadvantaged by an education system which focuses the primary means of assessing ability on their areas of skill-weakness, and leaving their strengths unrecognised. Too many children believe themselves failures amongst their peers, and the threat to mental health and wellbeing is too frequently explicit.

And yet such children offer huge value for the future of our society and world. Many companies now recognise immense value in recruiting neuro-diverse teams. Our pupils have a great part to play in the future of our country, in all areas of education, industry and business. With the right educational approach at the right point in their lives, children and young people with specific learning difficulties, developmental language delay and associated conditions, can be enabled to see their strengths and their future. Once they are taught to believe in themselves, they can grow the courage to tackle the challenges in their educational paths and realise their true intelligence. With an appropriate educational environment, they can achieve success at GCSE and A Level, and pursue further and higher education and training, leading to promising careers and contributing to our society. Such a pathway is essential in order for such young people to become truly independent, supporting the state and society through maintaining strong mental and physical health, participating in worthwhile employment and paying tax, rather than failing to realise such outcomes, necessitating continuous support from society and the public purse throughout their adult lives.

Our vision is:

To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them.

Our mission is:

To empower our pupils to transform their futures.

Our values are:

Kindness, Spirit, Responsibility

Our specific aims are:

To support the individual needs of each pupil, as individuals, so that each thrives, adapting continuously teaching and support strategies to challenge appropriately pupils' diverse strengths and weaknesses.

To provide all pupils with an environment in which they feel, and are, safe and confident in being themselves, and through which they develop effective skills to promote their mental health and wellbeing.

To foster in all pupils a powerful desire to question and to learn, and to realise high aspirations for their future, in terms of continued education and learning, their professional career, and social relationships.

To provide a transformative learning environment and opportunities for our pupils so that they achieve outstanding academic results, above the national age-related averages, both at level two (GCSE level) and three (Advanced level), despite having Specific Learning Difficulties, Developmental Language Disorder and associated conditions.

To develop our pupils to become confident and resilient young people, with the experience and skills that allow them to lead independent lives within a modern world, and with the desire to be involved in society.

To foster amongst all pupils an understanding, care and tolerance of all others, within the school's Catholic ethos and in accordance with the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

To collaborate with and promote research into the education and support of children and young people with language-related educational difficulties, and use research to improve educational outcomes for all pupils, and those in other educational settings.

During the year up to the 31st August 2023, the school's governors monitored the implementation of the School Development Plan, realised through a comprehensive process of organisation-wide self-evaluation and development-planning. The plan is informed by the following **six targets**, approved by the Board of Governors:

- **Curriculum**

To be a centre of excellence in the delivery of a broad academic and social development curriculum, ensuring pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions make the greatest possible progress, are empowered and prepared in the best possible manner for their futures.

- **Extra-Curricular**

To be a centre of excellence in the delivery of developmental opportunities beyond the academic curriculum so that pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions extend their experience, developing social confidence.

- **Pastoral**

To be a centre of excellence in the delivery of pastoral care for pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions, promoting the Safeguarding and wellbeing of all pupils and adults, pupils' positive social development, and the best possible learning environment.

- **Residential**

To be a centre of excellence in the delivery of residential care for pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions, ensuring pupils' Safeguarding and wellbeing, and promoting their personal and social development.

- **Therapy**

To be a centre of excellence in the delivery of Speech and Language Therapy, Occupational Therapy, Literacy intervention and Numeracy intervention for pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions so that they make the greatest possible progress and are empowered.

- **Outreach**

To be a centre of excellence in the provision of the highest quality training and support of external organisations, professionals, children and young people relating to Specific Learning Difficulties, Developmental Language Disorder and associated conditions, including collaboration with and participation in research.

Organisational structure

The Board of Governors of More House School comprises the trustees of the charity, who are also the non-executive directors and members of the company. The full board meets at least three times a year, with the Headmaster and Bursar in attendance. Appointments to the Board of Governors are conducted through a process of identifying opportunities for augmenting the complement of skills and experience afforded by the board, and recruiting accordingly. The process is overseen by the board's Governance and Nominations Committee, which makes recommendations to the full board for such appointments. All appointments are approved at a meeting of the full Board of Governors. New governors are required to engage in a programme of induction to ensure they understand their duties and responsibilities, the objectives and operations of the school, and the roles of senior managers. It is important that members of the Board of Governors have the capacity both to support the school's executive, and to provide robust professional challenge to promote the best interests of all pupils and of the charity. Ongoing development for governors is supported through training events on and off-site, incorporating in-house and external expertise.

Members of the Board of Governors serve on one or more of the governor committees:

- Finance and General Purposes
- Governance and Nominations
- Safeguarding and Welfare
- Teaching, Learning and Therapy

Each committee is chaired by a governor and comprises other governors. Each committee meets regularly according to an agreed programme and, with the exception of the Governance and Nominations Committee, is normally attended by one or more members of the school's most senior executive team, the Core Leadership Group, and often members of the school's wider Senior Management Team. Committee and board meetings are supported by the newly appointed Assistant Clerk to the Governors who ensures accurate minutes and supports the scheduling and arrangements for meetings.

The governors determine the general policy of the charity and school in accordance with the Memorandum and Articles of Association, and with the adopted strategic development plan. The governors have responsibility for the company's system of internal controls, for evaluating its effectiveness in meeting its aims, and for continuous improvement. They delegate the day-to-day management of the school to the Headmaster, supported by the Bursar and the Core Leadership Group.

The Core Leadership Group (CLG) comprises the following executive positions:

- Headmaster
- Bursar
- Deputy Head (Curriculum)
- Deputy Head (Head of Residential)
- Deputy Head (Pastoral)
- Director of Assessment and Therapy

Chaired by the headmaster, the purpose and operation of the CLG is directed by its Terms of Reference document. The group has lead responsibility for school evaluation, strategic development, validation of decision-making, and professional challenge. During term-time, the Head of Safeguarding attends the first part of weekly CLG meetings to provide a Safeguarding briefing.

The extended Senior Management Team (SMT) comprises the members of the Core Leadership Group as well as the following employee roles:

- Director of Extra-Curricular Education
- Director of Pastoral Care
- Director of Pupil Progress
- Director of Staff Training and Development
- Head of Human Resources
- Head of I.T. Services
- Head of Junior Years
- Head of Safeguarding
- Head of Sixth Form

- Head of the Learning Development Centre

Chaired by the headmaster, the composition and operations of the extended SMT are described in the school's SMT policy. Each member has responsibility for managing and developing a different aspect of the school's provision, and together the team ensures the day to day management of the school, and supports the CLG in its four primary tasks of school evaluation, strategic development, validation of decision-making, and professional challenge.

Academic teaching departments are each led by a Head of Department, reporting to and supported by the Deputy Head (Curriculum). Each pupil year-group's team of pastoral tutors is led by their respective Head of Year, reporting to and supported by the Deputy Head (Pastoral), who has responsibility for managing pupil behaviour through the school, supported by the Director of Pastoral Care. The residential boarding staff, comprising houseparents, is led by the Deputy Head (Head of Residential). The school's staff of Speech & Language Therapists, Occupational Therapists, and Literacy and Numeracy Tutors is led by the Head of the Learning Development Centre, who reports to and is supported by the Director of Assessment and Therapy. The Deputy Head (Pastoral) leads the school's pastoral therapeutic provision, including the Mental Health Lead and other therapeutic counsellors. The full-time Head of Safeguarding oversees the school's safeguarding team, and is supported by deputy DSLs. The school's administrative, catering, estates, finance, and information technology network and support functions are overseen by the Bursar.

The pay and remuneration for the key management personnel are set by the governors for the Headmaster and Bursar, and by the governors from recommendations made by the Headmaster and Bursar, in respect of the other members of the Core Leadership Group. Governors use a number of criteria in their decision-making, such as nature of role and responsibilities, sector salaries as indicated by various benchmark and other market reports, cost of living increases and trends in pay.

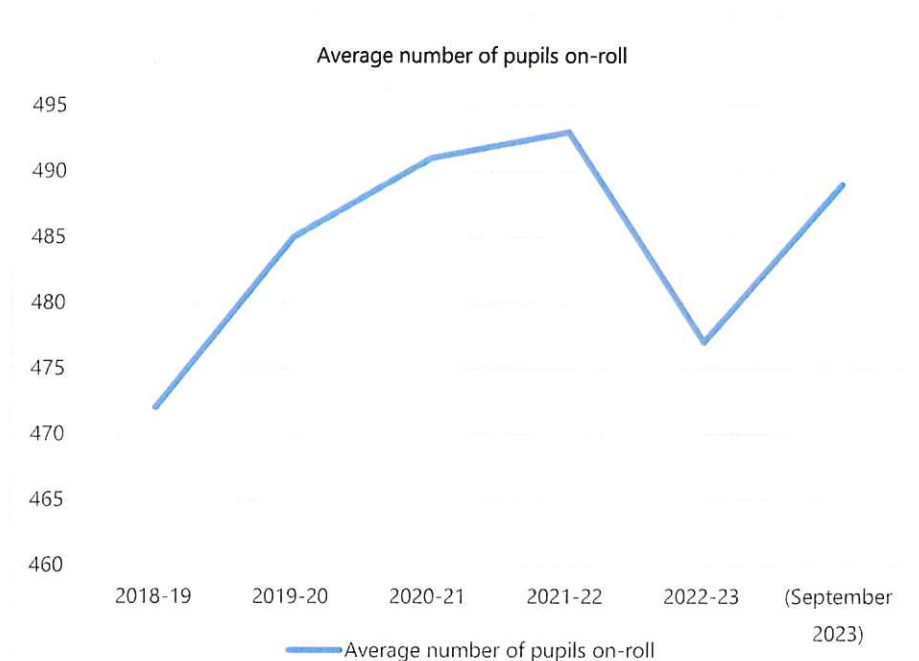
Main aims and achievements

Our primary aims through the 2022-2023 academic year comprised:

- the provision of outstanding, transformative education for our pupils, all of whom experience challenges associated with Specific Learning Difficulties, Developmental Language Disorder and associated conditions;
- the realisation of exceptional outcomes for More House School pupils;
- ensuring the highest standards of educational and residential provision, recognised by external audit partners;
- successful external audit in the form of an anticipated whole-school Ofsted inspection and aligned Ofsted Social Care inspection of the residential provision;
- the further development of our provision for supporting pupils' and employees' wellbeing, and promoting positive mental health;
- the further development of our teacher-training, staff-development and professionals' training programmes, promoting our integrated and aspirational approach to supporting neuro-diverse learners within mainstream classroom settings;
- the implementation of the third year of our ambitious, three-year I.T. strategy;
- the design and adoption of a sustainable financial strategy relating to the costs of teachers' pensions;
- the design and implementation of a new process for supporting the continued professional development of employees in pupil-facing roles.

Education and outcomes

The number of children and young people supported by the school's specialist approach and provision fell for the 2022-23 academic year, with an average of 477 on the pupil roll compared with the previous year's 493 and previously 491 (2020-21). This fall was caused by an unusually low retention of pupils from Year Eleven into the Lower Sixth coinciding with a larger than usual number of pupils completing only a single year in the Sixth Form, pursuing Level 2 (GCSE and equivalent) programmes of study in preparation for progression to Further Education elsewhere. However, the pupil-roll for the start of the new academic year, in September 2023, demonstrated clear indication of recovery, with 489 on-roll, and additions to roll expected through the course of the year, in line with previous experience. In fact, forecasts through the course of the 2022-23 year, for future years, led to the school submitting to the Department for Education (DfE), an application for material change in respect of increasing the pupil-roll capacity of the school, from 490 to 515. At the time of the year-end, on 31st August 2023, this had not yet been processed by the DfE.



Outcomes for pupils in the 2022-23 academic year remained excellent, with our senior school pupils and our Sixth Form students celebrating impressive results in their final awards for GCSE, A Level and equivalent qualifications.

Public exam results

Our senior pupils realised impressive results in their final grades for accredited courses at Level 2 (GCSE and equivalent) and at Level 3 (A Level and equivalent).

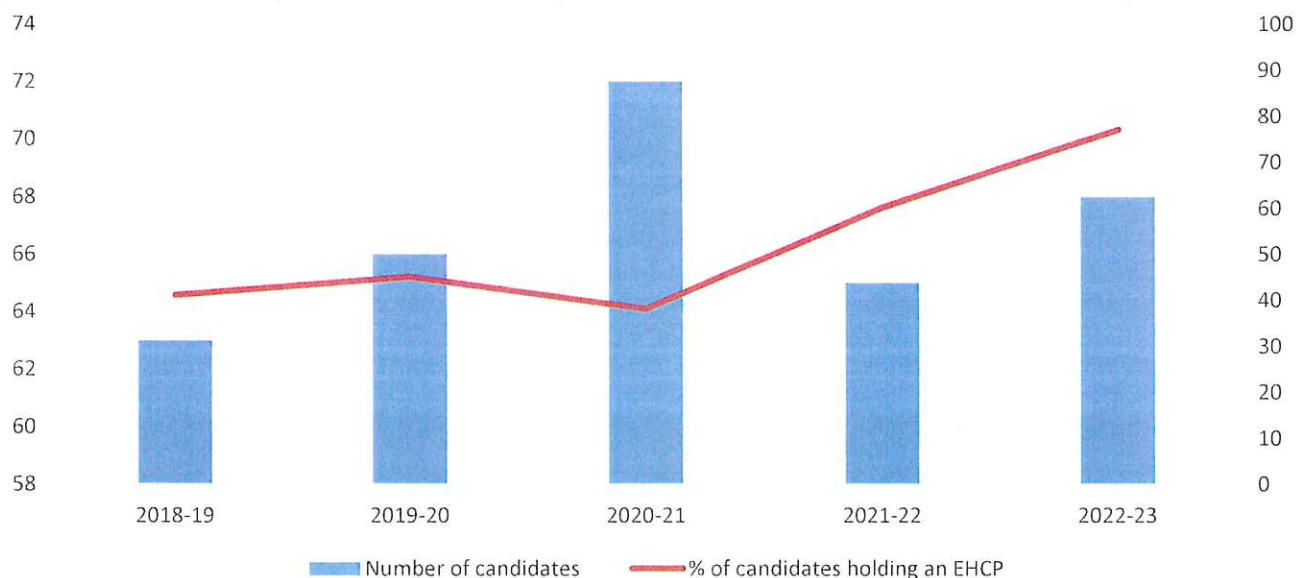
Year Eleven results, summer 2023:

All 68 candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 77% (60% in the 2021-22 academic year) of candidates held Education, Health and Care plans. This indicates a weaker cohort in the 2022-23 academic year compared with previous years, requiring a greater level of support. In spite of this,

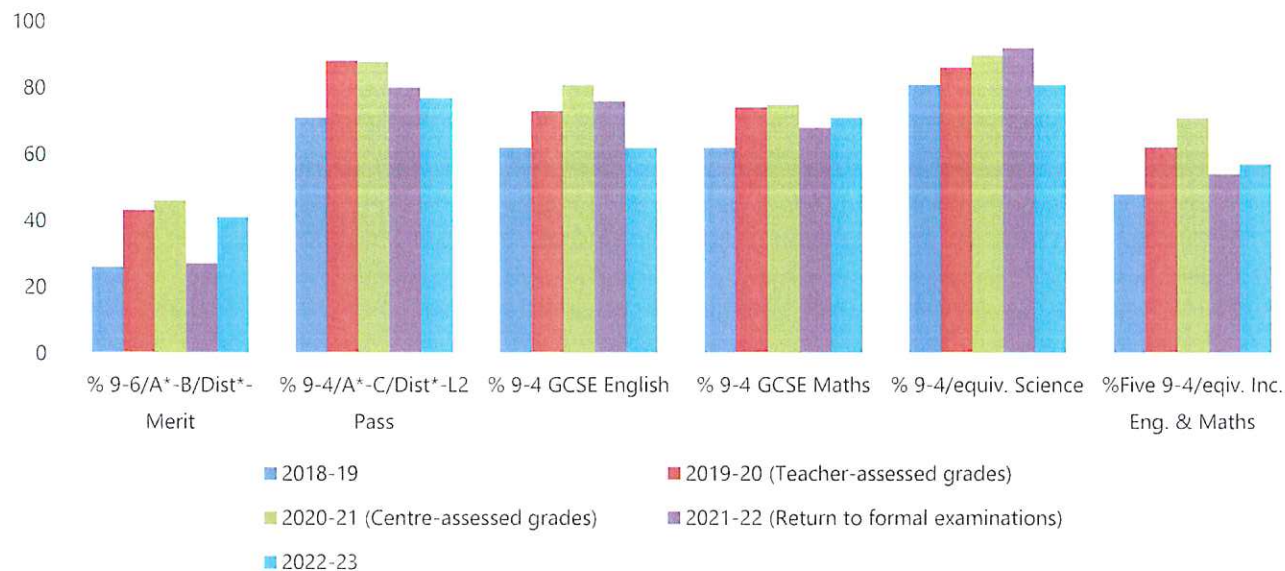
- 77% of grades awarded at 9 to 4 (A* to C, or Distinction* to Level 2 Pass);
- 68% of candidates achieved at least five A* to C equivalent grades;
- 57% of candidates achieved at least five A* to C equivalent grades including GCSE English and GCSE Mathematics;
- 50% of candidates achieved at least one grade at 9 to 7 (equivalent to A* to A, or Distinction* to Distinction);
- 69% of candidates achieved at least one grade at 9 to 6 (equivalent to A* to B, or Distinction* to Merit);
- 62% achieved a 9 to 4 Pass in GCSE English (beating the England Male national average by 4%);
- 71% achieved a 9 to 4 Pass in GCSE Mathematics (beating the England Male national average by 10%);
- 81% achieved a 9 to 4 Pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.

Whilst the number of candidates has fluctuated over the past five years, there has been a trend of a greater proportion of candidates being the subject of an Education, Health and Care Plan (EHCP), indicating a greater degree of special educational need.

Year 11 candidates year-on-year comparison



Year 11 results year-on-year comparison

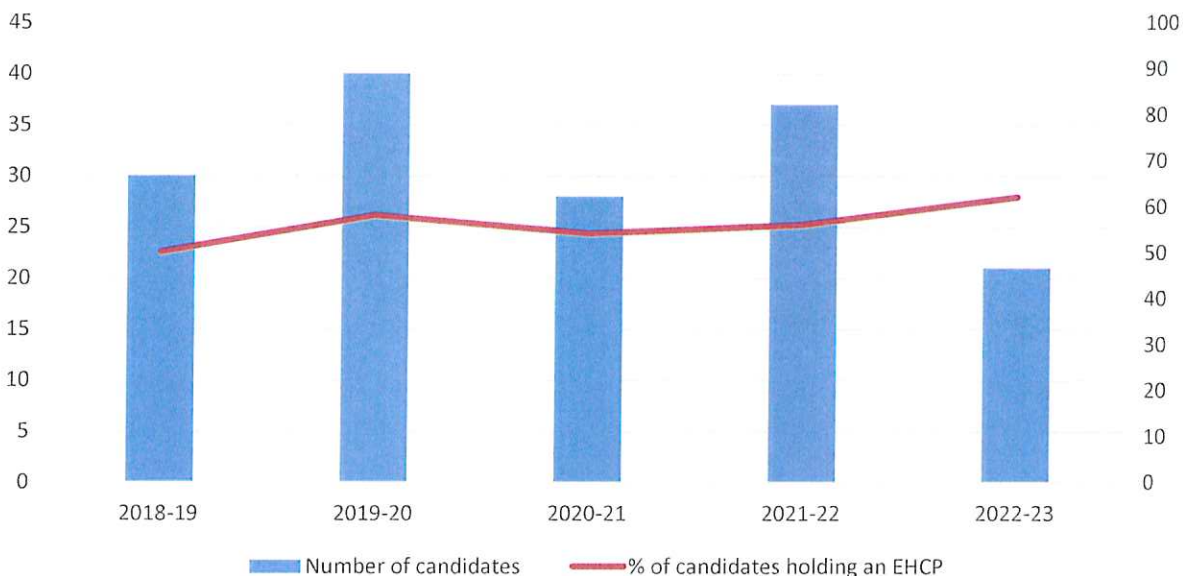


Upper Sixth results

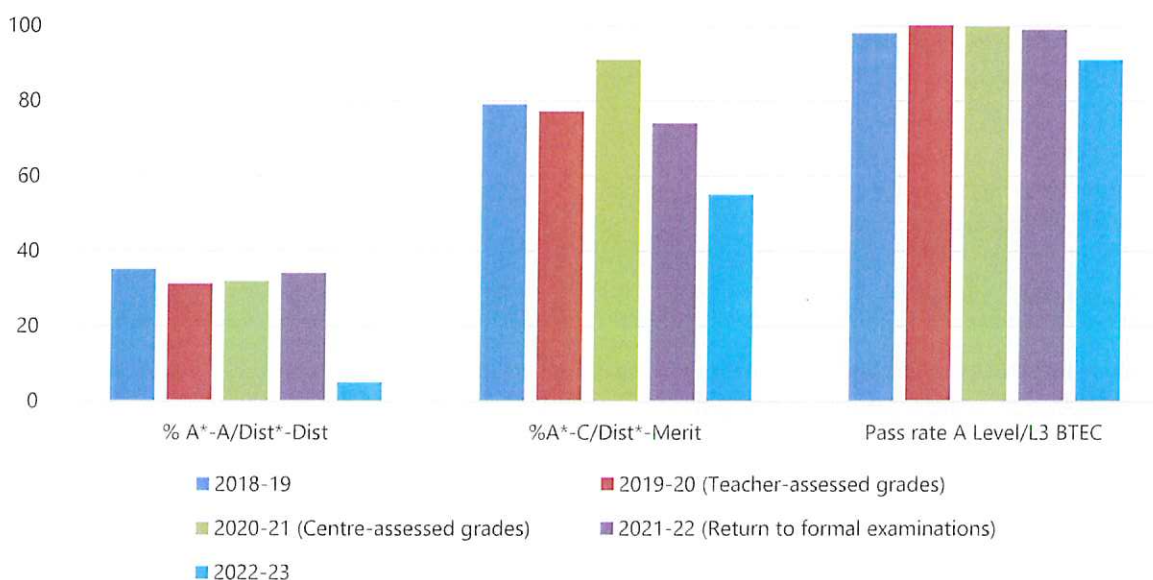
All 21 Level 3 (Advanced Level and equivalent) candidates overcame their challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 62% held Education, Health and Care plans (compared with 56% in the previous year).

- 5% of A Level and equivalent Level 3 BTEC grades awarded at A* to A (Distinction* to Distinction);
- 55% of grades awarded at A* to C (Distinction* to Merit);
- 91% Pass rate at A' Level and equivalent Level 3 BTEC combined.

Upper Sixth candidates year-on-year comparison



Upper Sixth results year-on-year comparison



Leavers' destinations

Of our 24 Upper Sixth students who completed their studies in summer 2023, 71% progressed directly into Higher Education (compared with 57% in the previous academic year), 17% to specialist Further Education or vocational training, 4% into employment, 4% into a modern apprenticeship, and 4% into a gap-year, pending deferred entry to university.

Progress

All pupils' development of independent living skills is tracked through the annual review system and remains a focus within the school's Learning Development Centre curriculum, especially in Occupational Therapy sessions, and Residential boarding curriculum. Pupils are supported to develop social confidence and social inference, and to lessen potential vulnerabilities. They build competence in managing money and in using public amenities, such as shops and public transport. They are taught to develop independence in preparing food. The independent living skills facility within our senior boarding house, St Anthony's, continued to afford older boarding pupils access to a working, domestic-style kitchen, including domestic facilities for clothes-laundry. Boarders are supported to develop confidence and

The Gard'ner Memorial Limited known as More House School
Report and Accounts for the year ended 31st August 2023

skills in managing domestic functions in preparation for independent living after school, and they have enjoyed preparing their own breakfasts and evening meals, managing their laundry, and ironing.

External audit

Ofsted

More House School is subject to external quality-assurance processes implemented by the regulator, the Department for Education. During the year ended 31st August 2023, the school underwent two inspections, which took place simultaneously, in March 2023. These comprised a routine, full school inspection, and a routine, full Social Care inspection of provision for residential pupils (boarders). The highest grade was awarded in every category of each inspection:

March 2023 Ofsted inspection of More House School

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Overall effectiveness at previous inspection (March 2019)	Outstanding
Does the school meet the independent school standards?	Yes

The inspection report offered no recommendations for improvement.

March 2023 Ofsted (Social Care) inspection of More House School (provision for residential pupils)

Overall experiences and progress of children and young people, taking into account:	Outstanding
How well children and young people are helped and protected	Outstanding
The effectiveness of leaders and managers	Outstanding
Date of last inspection: 18 January 2022	
Overall judgement at last inspection: Outstanding	

In their reports, the inspectors wrote:

[More House School] provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

This is a school where high ambitions underpin every aspect of day-to-day life.

Students' progress as a result of their time at this school is excellent.

Students talk passionately about 'gigantic' improvements in their personal and social development.

The school has been rated outstanding for some time, yet has not stood still in its ambition to evolve and to improve.

The school is fantastic and has been a life saver for my son

I thank God for this school. They are doing wonderful work for my son. I am very grateful

They have transformed not only our child but our whole family

Staff provide students with care and support which has a transformational impact on their lives.

Students talk passionately about 'gigantic' improvements in their personal and social development.

Students' progress as a result of their time at this school is excellent.

Feedback from parents and professionals is consistently positive about the life-changing progress that students make.

Students feel deeply connected to the school, forming close bonds with staff and fellow students.

Staff enjoy and value every student's uniqueness, idiosyncrasies and personality. Staff create a culture that is inclusive and celebrates individual difference. Students say that they can be themselves without fear of stigma.

CReSTeD

More House School is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), within their Specialist Provision category. The school's accreditation in this respect is reviewed three-yearly requiring a quality-assurance visit conducted by CReSTeD. Our most recent re-accreditation visit was in February 2020; the outcome was the school's re-accreditation for a further three years, although CReSTeD has extended this to 2024 owing to a backlog of quality-assurance visits resulting from the COVID-19 pandemic.

The report of the quality-assurance visit conducted by CReSTeD is published by CReSTeD on their website, and on the school's website, together with the assessor's overall summary comment:

I fully recommend that More House School continues to be registered in the SPS category with CReSTeD. Teaching and learning are very sound and meeting the social and emotional needs of the pupils continues to be a high priority. The extensive mainstream curriculum and support sessions are successfully timetabled for individual needs. Staff are energetic and the pupils were seen to respond well to them. The school was recently judged as 'Outstanding' by Ofsted and it is very evident to see why when visiting. The school aims to continually move forward embracing new ideas to advance the provision for the pupils and SEND work in the wider community. A new 6th Form Centre, 'Crosslanes', was opened last year and houses an LDC drop-in support service for the sixth formers. The school runs conferences and training for local schools to help enhance the provision for SEND pupils beyond its doors. It is a popular day and boarding boys school set in the Surrey countryside with a commitment towards ensuring that the pupils achieve highly and develop as individuals.

CReSTeD, 2020

Independent Schools Teacher Induction Panel (ISTIP)

The school uses the Independent Schools Teacher Induction Panel to support its provision for newly qualified teachers (now known as Early Career Teachers, or ECTs) as they complete the Early Career Framework (ECF). The ISTIP conducts quality-assurance visits of its partner schools to ensure compliance with the standards, and to promote best-practice. The most recent quality-assurance visit by ISTIP for More House School took place on 9th May 2023. The consultant's report confirmed that the school remains compliant, and required no further action to be taken.

The assessor wrote:

The sense of community and the culture of support is evident in all that happens at More House and without exception all staff, from the Induction Lead to the ECTs, commented on how well they are supported and how easy communication is with everyone.

Perhaps the most striking element of my visit was the consistent thread in my conversations with the ECTs of the support they receive.

The Headmaster is very clearly aware of the progress of the ECTs. He meets the Deputy Head (Curriculum) every week who keeps him informed and he discusses each ECT with the IL at the end of every term before signing their Progress Reviews/Assessments. The governors are made aware of their responsibilities, as set out in section 5.13 of the Statutory Guidance, in the Autumn Term of each year, with updates on the ECTs given by the Headmaster in the Spring and Summer Term meetings.

ISTIP, 2023

Teacher-training, staff-development and external professionals'-training

During the 2022-23 academic year we continued our commitment to developing the skills and efficacy of the school's practitioners and of professionals working with neuro-diverse pupils beyond More House School, through teacher-training programmes, ongoing staff-development, and the training of educational professionals external to More House School.

Teacher-training

During the 2022-23 academic year, we supported one unqualified teacher in the school through our More House Introduction to Teaching programme, completed successfully. We supported three other teachers in the school through their initial teacher-training year, with all being awarded Qualified Teacher Status (QTS).

We guided four qualified members of our teaching staff through the first year of their Early Career Teacher (ECT) induction course, and a further four through their second ECT year. We were supported by the Independent Schools Teacher Induction Panel (ISTip) who monitor our work in this area to ensure compliance and quality.

New Staff Induction

The school continued to operate a comprehensive induction and training programme for all new employees, with special focus areas for those whose roles are involved in the delivery of teaching, therapy, classroom or teaching department support, or the residential provision, especially promoting employees' understanding of, and competence in meeting the needs of pupils with Developmental Language weaknesses, Specific Learning Difficulties, and associated conditions. 33 employees embarked on this induction programme through the course of the year ending 31st August 2023.

National Professional Qualifications (provided by The Best Practice Network and Outstanding Leaders Partnership)

More House School has taken advantage of fully-funded National Professional Qualifications (NPQs), with six staff engaged on programmes during the 2022-23 academic year:

- 1 X NPQLBC (National Professional Qualification in Leading Behaviour and Culture)
- 2 X NPQLT (National Professional Qualification in Leading Teaching and Learning, in a subject, year-group or phase)
- 1 X NPQLTD (National Professional Qualification in Leading Teacher Development)
- 1 X NPQH (National Professional Qualification for Headship)
- 1 X NPQEL (National Professional Qualification for Executive Leadership)

Four of these were twelve-month courses, and successfully completed by the 31st August 2023. The NPQH and NPQEL are eighteen-month programmes, with expected completion in April 2024.

National Vocational Qualifications (NVQ) in Residential Care

During the course of the year, three members of the residential staff team have been supported to study on the following NVQ courses:

- 2 X NVQ Level 3
- 1 X NVQ Level 5 (management)

Other higher qualifications

One middle-leader amongst the teaching staff has been supported by the school to pursue the Master of Arts Apprenticeship programme: MA Educational Leadership Apprenticeship, awarded by Coventry University.

Other miscellaneous training opportunities

Other training to support the school's staff has included:

- Mandatory training courses in many areas.
- Exam board and subject training courses.
- Learning Development Centre staff HCPC (Health Care Professionals Council) accreditation update courses for Occupational Therapists and Speech & Language Therapists.
- CPD visits to other schools.

The Gard'ner Memorial Limited known as More House School

Report and Accounts for the year ended 31st August 2023

Accredited CPD courses

The school supported its staff and other, external professionals, to develop their understanding and skills relating to pupils with Specific Learning Difficulties, Developmental Language Disorder, Autism and associated Special Educational Needs, through its suite of Level 3 and Level 4 CPD Standards accredited training and awards. These professional-development programmes are designed, published and delivered by More House School.

- Level 3 Award 'Effective SEND Support'
 - 25 More House School employees enrolled on this course during the 2022-23 academic year;
- Level 3 Award 'Executive Function'
 - 2 More House School employees enrolled on this course during the 2022-23 academic year;
- Level 4 'Approaches to SEN in the classroom'
 - 2 More House School employees enrolled on this course during the 2022-23 academic year.

Spotlight Seminar Series

We continued delivery of our Spotlight Seminar presentations, accessible by More House school staff and by external practitioners nationwide. The main topics addressed through this series were:

- What is language? (39 viewed the recording; 79 accessed the slides)
- Supporting vocabulary (35 viewed the recording; 54 accessed the slides)
- Supporting abstract language (26 viewed the recording; 41 accessed the slides)
- Inference (14 viewed the recording; 36 accessed the slides)
- Adapting verbal language in the classroom (16 viewed the recording; 26 accessed the slides)
- Adapting resources (12 viewed the recording; 9 accessed the slides)

Professionals engaging with the training and resources came from a mix of state-maintained and independent school settings, and a mix of primary and secondary environments.

Lecturing/Training

Provision of external, outreach training activities during the course of the year ending 31st August 2023 included:

- Independent Schools Association professional development courses - delivered three on *Language is the Basis of Everything*, *Executive Function* and *SEND in the Classroom*;
- Independent Schools Council national conference for Special Educational Needs – delivered a seminar training session on *Executive Function*;
- Two training videos recorded and circulated to More House School parents, on *Organisation* and *Developing conversations*;
- APPEER Charity support - a series of six 90-minute online webinars supporting volunteers in their ALP work with autistic girls, plus an in-person workshop during a visit to the provision;
- Consultancy visit to All Hallows' School in Farnham;
- Development of a resource handbook for parents – ongoing project;
- SENCo Hub for local schools, hosted at More House School – 4 sessions through the course of the year;
- Professionals Open Day, 25th April 2023, attended by 25 external professionals from a range of state-maintained and independent schools;
- Staff training for Hemdean House School, delivered in-person in January 2023: *Autism and Neurodiversity in the classroom*;
- Staff training for Dorset House School, delivered in-person in January 2023: *Dyslexia and Neurodiversity*;
- Visit to Charterhouse School to discuss possible conferences for educational professionals, and More House School expert support for the i2i SCITT (school-based initial teacher training) programme;
- Hosted a visit by a group of local state-maintained headteachers, March 2023;
- Hosted a visit from a group of charity trustees operating a specialist provision school.

Other achievements

Engagement in our community

Promoting amongst our pupils responsibility for the less fortunate in our international society has continued to be a very important element of the school's activities.

In the year ending 31st August 2023, the More House School community donated more than £38,000 to charitable causes, supporting the following charities:

Age UK
Brain Tumour Research
British Red Cross
Change of Scene
Children In Need
Comic Relief (Red Nose Day)
Disasters Emergency Committee
Farnham Food Bank
Fauna & Flora International
Helen Arkell Dyslexia Charity
Pancreatic Cancer Action
Royal British Legion
Salvation Army
The Trussell Trust
Unlimbited
Young Minds

During the 2022-23 academic year, More House School pupils continued to engage with elderly care-home residents through the school's pen-pal letter-writing programme, celebrated in the local press. Students studying the Level 2 BTEC in Countryside & Environment, and the Level 3 BTEC in Countryside Management engaged with conservation volunteering with the local countryside rangers.

Performances

In February 2023, senior years pupils staged their musical theatre production, *Rockbeth*. An innovative concept, students combined Shakespeare's famous Scottish play with popular rock music, performing to full audiences in the school's Simkins Centre for the Performing Arts. Such were the reviews, that a decision was taken to take the production to the Edinburgh Fringe in August 2023. A community-wide fundraising campaign was launched, raising sufficient funds to reduce the transport, accommodation and venue costs to a sum manageable for those participating. A week's long run was delivered, with four out of six performances being sell-outs. This was a truly remarkable experience for pupils with special educational needs and disabilities.

The school's musicians performed at the Frensham Fayre, providing entertainment for the crowds with the Steel Pan Band and the Jazz Band. They also provided music at the Christmas and Easter services, and at a multitude of concerts and other events throughout the year.

I.T.

The year witnessed the final year of our three year strategic I.T. development plan. During the year, we completed the campus-wide rewiring to support a new wireless-Internet provision, realising significant improvement in user experience.

Self-evaluation and development-planning

In the year to 31st August 2023, the School Development Plan (SDP), adopted by the Board of Governors, guided the work of the Core Leadership Group and extended Senior Management Team in implementing improvements to the school and to its provision for all pupils. Focused on our school-wide vision – To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them – and on our specific aims.

The plan provides strategic development planning in eight key functions:

- Curriculum
- Pastoral & Safeguarding
- Residential
- Therapy
- Training & Outreach
- I.T.
- Facilities
- Leadership & Management

The school prides itself on a relentless pursuit of improvement and development, informed by a process of continuous self-evaluation, at all levels of the organisation. Thus, the School Development Plan remains under constant review. In addition to maintaining the highest possible quality of provision in respect of the education delivered, the outcomes achieved by our pupils and the quality of pupils' experience, including in the boarding provision, our key areas of focus for continued improvement were:

- the further development of our provision for supporting pupils' and employees' wellbeing, and promoting positive mental health;
- the further development of our teacher-training, staff-development and professionals' training programmes, promoting our integrated and aspirational approach to supporting neuro-diverse learners within mainstream classroom settings;
- the implementation of the third year of our ambitious, three-year I.T. strategy;
- the design and adoption of a sustainable financial strategy relating to the costs of teachers' pensions;
- the design and implementation of a new process for supporting the continued professional development of employees in pupil-facing roles.

Strong progress was made in each of these areas.

Safeguarding

Safeguarding has continued to be a central priority for the school community. A full-time, dedicated Head of Safeguarding built on her strong start in the 2021-22 academic year, and continued to develop training and support for all adults in our school community, and for all pupils, fulfilling the role of Designated Safeguarding Lead (DSL). Throughout the year ending 31st August 2023, she continued to be well-supported by a team of deputy Designated Safeguarding Leads (deputy DSLs), and the school invested in external supervision support, recognising the complex and emotional demands of the role. The Head of Safeguarding also completed supervision training to enable her to support more effectively colleagues within the school.

Capital projects

At the 31st August 2023 we had still not received an outcome to our planning application to install an all-weather sports pitch on the south-eastern side of our playing fields, erect a single-storey sports pavilion and improve traffic congestion by increasing parking and roadway facilities within the school site. The governors continue to pursue this project with the aim of realising greatly improved sports facilities for pupils, and for the local community and local youth clubs. It will also reduce the congestion of traffic at key times of the day, significantly reducing impact of the school's operations on neighbouring residents, and will improve the safety of pedestrians on the campus.

Our other planning application, to replace the dilapidated wooden buildings to the east of our Main Reception entrance with three new Science laboratories, and to rebuild the school surgery, adding welfare facilities for support-services teams, was approved during the 2021-22 year. Owing to a steep rise in contractors' quotations, the governors have not yet committed the school to this project, taking a prudent approach in order to ensure sustainability and good value for money. This project is being examined to assess opportunities for reducing costs and minimising disruption during construction.

Governance

The school continues to benefit from a team of committed and highly experienced school governors, who also perform the roles of charity trustees and non-executive directors of the not-for-profit company, limited by guarantee.

Through the course of the 2022-23 academic year, the governors conducted an external appraisal of the headmaster which provided high-quality support for his professional development. They also approved the headmaster's application to, and engagement in the National Professional Qualification for Executive Leadership; a fully-funded eighteen-month programme, commenced in September 2022, towards an accredited qualification awarded by the Department for Education. The course provider selected was The Best Practice Network in collaboration with the Outstanding Leaders Partnership.

The governors have continued to recruit valuable expertise and skills to the board, to ensure its capacity to offer highly-effective support and challenge to the school's headmaster and leadership team. This recognises the expectations on governors and associated workloads, seeking to spread such work in order to make effective and ambitious governance of More House School sustainable in the longer-term. The following standing committees operated through the course of the year:

- Finance and General Purposes
- Governance and Nominations
- Safeguarding and Welfare
- Teaching, Learning and Therapy

The governors provided support to the headmaster and bursar to pursue a project with the potential to lead to the expansion of the More House School educational provision to a wider population of children and young people, through the establishment of a second school campus. This project promotes a long-held ambition to spread the impact of the More House model of education through the setting up of additional schools. A number of meetings were held between the school and a group potentially interested in supporting More House's vision for expansion through the contribution of finance. At the year-end, on the 31st August 2023, these talks were still at an early stage.

School and Community

More House School continued to provide an essential resource to the local and wider community. The School confirms that it has had regard to the Charity Commission's guidance on Public Benefit. Through the year ended 31st August 2022 more than 480 pupils were educated by the school. Those pupils came from a wide breadth of social backgrounds and from a wide geographical area. 66.46% of the parents made no financial contribution to their sons' educations since, owing to the severity of the young persons' special educational needs, those placements were funded by local authorities – approximately thirty separate local authorities. The school afforded discounts to local authorities funding places in the school dependent on the total number of pupils funded by each authority. A third of pupils in the school were funded privately, and approximately a fifth of pupils received bursaries. Sixth Form students are provided bursaries relevant to the time spent in the school prior to entering the Sixth Form, and this support is afforded to privately funding families and to local authorities alike.

Although most of the school's income was from public money, through fees associated with placements of pupils who are the subject of Education, Health and Care plans, the school was able to support a small number of families experiencing financial hardship, through the provision of exceptional bursaries or deferment of payment schemes, according to the school's means-testing process, and funded by income not derived from local authority payments.

During the 2022-23 academic year, the school continued to support other educational professionals and their students far beyond the school's gates, through the provision of free-of-charge, specialist SEND training. This was delivered through the well-established Spotlight Training seminar series. The school continued to deliver its Level 3 and Level 4 professional development awards, accredited by the CPD Standards Office (part of the Professional Development Consortium). The courses are provided to More House School employees free-of-charge, and to non-More House School professionals at cost. We also continued to provide informal consultancy and advice for many individual teachers, other educational professionals, parents and schools throughout the year. We contributed our expertise within the delivery of a university-led initial teacher training programme.

Additionally, More House School supports a variety of other schools and charitable trusts by sharing expertise directly through serving on committees and boards. These include several state-maintained and non-maintained school governorships and independent school governorships, serving on the CRESTeD pre-registration committee, serving on the Independent Schools Council Advisory Group – SEND (Special Educational Needs and Disabilities), serving as a trustee and director of the Independent Schools Association, trusteeship of the Helen Arkell Dyslexia Charity, and Safeguarding Officer for local children's sports clubs and for the Guildford Diocesan Guild of Church Bell-ringers.

More House School continues to support the development of SEND understanding and best-practice in the independent schools' sector through the delivery of training courses for school professionals and leadership boards across the country on behalf of the Independent Schools' Association, including the training of school Special Educational Needs and Disabilities Coordinators (SENDCos).

More House School has continued to support trainee Speech and Language Therapists from the University of Reading through the provision of professional experience placements. It also provided free consultancy for the Helen Arkell Dyslexia Charity relating to Safeguarding and the relevance of developmental language skills for children and adults with recognised literacy difficulties.

During the year, More House School pupils and staff participated in a multitude of fundraising activities on behalf of other charities and projects. These included the annual Whole School Sponsored Walk for Charity, a Christmas Jumper fundraiser, and performing at the Frensham Fayre. Over the course of the year, pupils donated more than £38,000 to local, national, and international charities, including appeals of the Disasters Emergency Committee and the British Red Cross.

More House School pupils continued to support elderly and vulnerable people within the local area through the Pen Pals letter-writing scheme, coordinated by the school's Learning Development Centre Literacy department staff. Many individual residents of local residential care-homes are now supported through the scheme. In the lead-up to Christmas, pupils visited care-homes to deliver performances of Christmas carols on the school's handbells.

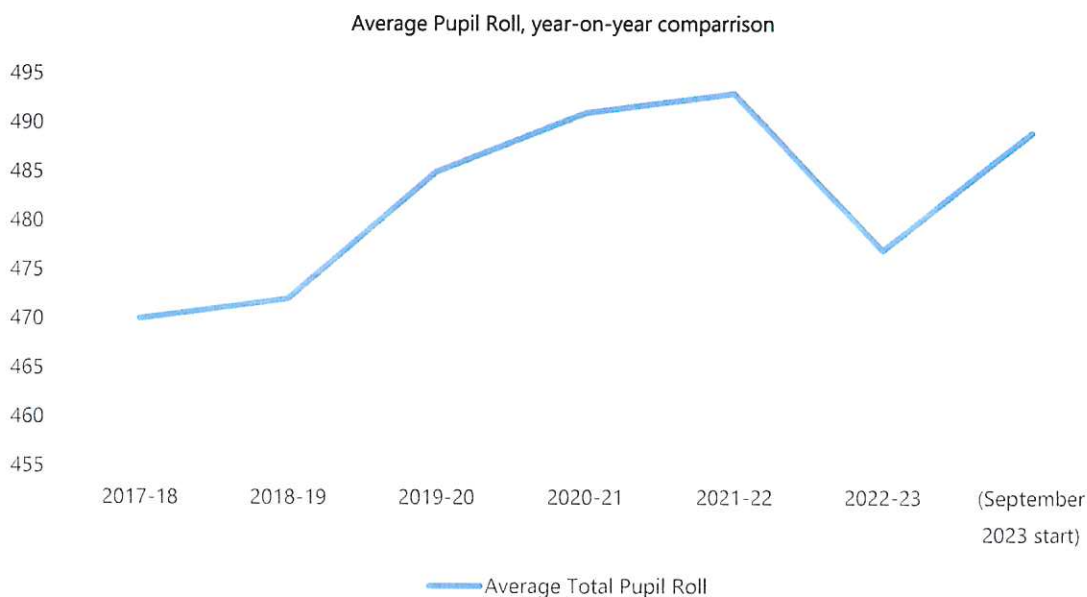
The school has continued to support the local community, and especially youth groups, through the provision of specialist facilities and accommodation free of charge. During the 2022-23 academic year this included providing free access to sports pitches and training for

Churt Juniors Football Club, free use of sporting facilities for the Hampshire Youth Disability Cricket programme, free use of our Music and Drama facilities for Farnham Music and Drama, free use of school multi-passenger vehicles for local Girl-Guiding, Rowledge's St James' Church Youth Group and Boundstone Rangers, and free use of our Music facilities for Farnham Youth Choir.

The school took its senior-years' drama and music theatre production to the Edinburgh Fringe, putting on six performances across a week in August 2023; a run which included four sell-out shows, earning the cast and crew the much-coveted sell-out laurel. During the week, pupils also enjoyed a wealth of other productions and performances.

Strategic report

The average number of pupils on roll during the year was 477, realising a small decrease on the previous academic year's average of 493. This reflected an exceptional dip in an otherwise continuously upward trend over recent years and, by the close of the 2022-23 academic year, the registrations secured for the following academic year demonstrated a strong recovery. Predictions for admissions over the coming year indicated a concern that the school-roll might breach its registered capacity of 490, and an application was made to the Department for Education to increase the registered capacity by a further 25 pupils; from 490 to 515. At the 31st August 2023, this application was still being processed by the Department for Education.



Of those 477 pupils' placements, 66.46% were funded publicly, by approximately thirty different local authorities, for pupils in receipt of an Education, Health and Care Plan. This represented an increase in funded placements compared 63% in the 2021-22 academic year, and continuing a trend over previous years.



In March 2023, the school underwent two simultaneous routine inspections, by the Department for Education's Ofsted Education and Social Care departments. Prior to these inspections, the school was graded at the highest possible rating in every inspection judgement area. The 2023 inspections confirmed the continued excellence of the school's education and residential care provisions, retaining the top judgements:

March 2023 Ofsted inspection of More House School

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Overall effectiveness at previous inspection (March 2019)	Outstanding
Does the school meet the independent school standards?	Yes

The inspection report offered no recommendations for improvement.

March 2023 Ofsted (Social Care) inspection of More House School (provision for residential pupils)

Overall experiences and progress of children and young people, taking into account:	Outstanding
How well children and young people are helped and protected	Outstanding
The effectiveness of leaders and managers	Outstanding
Date of last inspection: 18 January 2022	
Overall judgement at last inspection: Outstanding	

The inspectors wrote:

'The school has been rated outstanding for some time, yet has not stood still in its ambition to evolve and to improve.'

Ofsted, March 2023

The school is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), under their Specialist Provision category. The three-yearly quality-assurance visit as part of the re-accreditation process most recently took place in February 2020, resulting in the school's re-accreditation for the coming three years, and realising some extremely encouraging comments from the visiting CReSTeD consultant. This accreditation was extended through to 2024 owing to the backlog of re-accreditation and initial accreditation visits experienced by CReSTeD following the disruption of the pandemic years.

Managing the health and safety arrangements for employees, pupils and visitors to the school site remains a high priority. During the year to 31st August 2023 many actions were implemented in accordance with advice and recommendations provided by our external Health & Safety, Fire and other consultants.

Student outcomes in respect of accredited courses at Level 2 (GCSE and equivalent) and at Level 3 (A Level and equivalent) remained exceptionally strong, and a majority of Sixth Form leavers were supported to transition to university. Others' plans included apprenticeships, other Level 3 studies, and planned gap-years prior to onward progression.

The school continued to implement its ambitious three-year strategic I.T. development plan, the year ending 31st August 2023 completing an ambitious three-year plan. This included the completion of the rewiring of the entire campus and installation of an upgraded wireless Internet system.

A formal consultation between the governors and affected employees commenced in spring 2023, concerning a proposal to manage the financial risk associated with the Teachers' Pension Scheme by withdrawing from the scheme and replacing it with a defined contribution scheme. This consultation was affected by industrial action coordinated by two trade-unions, in which approximately 50% of the school's teaching staff engaged. In spite of this, the school managed to deliver on-campus educational provision to the vast majority of its pupils throughout. The formal consultation concluded before the end of the 2022-23 academic year, although the dispute with trade-unions remained unresolved at the 31st August 2023. In September 2023, the governors sought the assistance of the independent dispute-resolution service, ACAS, inviting the unions to engage. This led to a successful resolution early in the Michaelmas (autumn) school term which will maintain the employer's contribution rate at 21.3% of salary, with effect from 1st September 2024.

The school's restless ambition for continued improvement in all aspects of the delivery of its mission – to empower our pupils to transform their futures – was reflected in a wide consultation informing a comprehensive, whole-school self-evaluation exercise and review of the school development plan, to realise a new set of improvement priorities, recommended to, and adopted by the school's board of governors and trustees. These improvement projects were described in detailed implementation plans, owned by the school's senior leadership (Core Leadership Group) and engaging members of the wider Senior Management Team, middle leaders, and wider staff team. The school evaluation and improvement plans were afforded external scrutiny during the March 2023 Ofsted inspections.

Future plans

The key areas of focus for strategic management and development planning for the 2023-24 year and beyond comprise:

- responsive strategic financial planning to protect the quality and sustainability of the school's provision, and support its expansion within a climate of financial challenge for independent charitable schools;
- delivery of all aspects of the School Development Plan;
- effective, continuous evaluation and strategic-development planning addressing strengths and opportunities;
- development and expansion of teacher-training, ongoing staff-development, and of the school's outreach programme, including provision of training for external (non-More House School) educational professionals and development of resources for supporting parents;
- adoption of a new strategic I.T. development plan, including the approach to pupil devices;
- capital development of the site and facilities in accordance with the School Development Plan;
- development of the charity's wider strategy.

School Development Plan

Directed by an adopted, School Development Plan, realised through a process of comprehensive self-evaluation and external evaluation, the governors and leadership are committed to pursuing an ambitious programme of continuous development in all areas to promote excellence in all aspects of the school's provision for pupils and in its outreach activities. The governors identify the operation of continuous, rigorous and objective self-evaluation and strategic development-planning as an essential element of the school's continued success in realising its ambition as a centre of excellence in all aspects of its work, and as a world leader in the education and support of intelligent pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions, transforming such children's futures by empowering them.

Embedded processes of departmental evaluation and development-planning feed into whole-school arrangements for identifying strengths, weaknesses and opportunities, ensuring effective evaluation. Reflecting this, documentation and processes supporting departmental and individual employee evaluation and development-planning ensure coordination with the school-wide development priorities.

Governance

The development of governance arrangements continues to be a priority, ensuring effective succession-planning for governance and robust provision of support and challenge for senior leaders and the wider staff and school community.

Staff and professionals' training

More House School remains committed to the effective training and continued professional development of its staff. Transferring the school's approach to supporting the professional development of its employees to a coaching model is an important School Development Plan project. External training for all employees, and for managers has been conducted, and will lead to further training and support in the 2023-24 academic year.

It is intended to continue the school's engagement in initial teacher-training, and to the upskilling of all staff in supporting pupils with Developmental Language weaknesses, Specific Learning Difficulties, including Dyslexia, and associated conditions. We recognise that our pupils are intelligent and capable, providing they are supported to recognise their natural aptitudes, and to harness their strengths. The quality of professionals' practice in all areas, including academic, therapeutic, pastoral, and residential, greatly influences pupils' social and academic outcomes.

The governors are ambitious for the expansion of this provision, recognising the benefit for teachers and pupils far beyond More House School's gates at a time when the physical constraints of the school facilities make continued growth in pupil numbers unfeasible. It is

therefore intended to widen access to this training, developing a sustainable format and expanding the offer to include other courses and associated resources. This is an exciting project which the governors recognise as yielding direct benefit to increasing numbers of children and young people, as a greater number of educational professionals improve their understanding, confidence and skill in supporting effectively neuro-diverse learners.

I.T. Strategy

With the successful implementation of all aspects of the school's three-year I.T. strategic development plan, concluding on the 31st August 2023, the school recognises the vital importance of strategic planning for the future, ensuring that I.T. planning is integrated with all aspects of the School Development Plan. The focus for the coming year is therefore the adoption of a new strategic plan for the development of the school's I.T. infrastructure, provision and staffing. A key focus of this will be defining the future pathway for student devices in the school.

Capital development

The nature of the school site requires ongoing commitment to the maintenance and development of the school's fabric and facilities. This ensures the school's resources support effectively the needs of pupils and the school, and address issues of ageing temporary wooden structures erected in the 1990s. The following projects have been approved provisionally, by the Board of Governors:

- re-development of the St Matthew's and Coach House buildings adjacent to Main House, realising improvement to the surgery facilities, and to the teaching and prep.-room facilities for the Science department, and providing facilities for catering and estates employees (planning has been approved, but steep increases in quoted costs necessitate further due diligence and evaluation of plans);
- creation of an all-weather multi-use games pitch (MUGA) using the Crosslanes paddock, addressing the identified lack of sufficient facilities for meeting pupils' physical education and sports development needs, including the provision of a small pavilion comprising two changing-rooms and space to support the activities of The Friends of More House School, and also including development of a new access roadway improving pedestrians' safety and the management of vehicles (with delays to the planning-process, it is envisaged that this project will take place in 2024-25 – however, again, increased costs necessitate review of financial planning for this project);
- re-development of the St David's and I.T. Support Services block (expected completion 2027);
- re-development of the Don Bosco Mathematics department block (expected completion 2028);
- replacement of the facilities for swimming and indoor-sports with a new sports centre, providing indoor-swimming facilities, sports-hall and fitness-gym (expected completion 2030).

Expansion

The ambition to afford access to a More House education to a much wider population of children and young people with Specific Learning Difficulties, Developmental Language Disorder and associated special educational needs remains strong, and the school continues to investigate possible avenues to expanding the provision through the opening of a second school site. Enabling access for female pupils is a key aspect of this ambition, recognising the lack of suitable provision for intelligent children, of both sexes, who benefit from a mainstream, academic curriculum delivered in a manner which supports their cognitive profile and learning difficulties.

Strategy

The governors and trustees keep under review the charity's wider strategy in respect of growth, recognising a constant ambition to improve the educational and social experience and outcomes of a wider population of children and young people who experience challenge owing to special educational needs and disabilities (SEND).

Risk

The Governing Body, which recognises its statutory obligations in respect of risk management, works with the Headmaster and Bursar on an on-going basis, to keep the school's activities under review, particularly with regard to any major risks that may arise from time to time, as well as the systems and procedures established to manage them. The Headmaster and Bursar monitor the effectiveness of the system of internal controls and reports to the Governing Body in detail on an annual basis. The Governors believe the major risks identified by this process (fire, accidents & injuries, loss of income, fraud, cyber-attacks) have been mitigated to an acceptable level through the extensive and comprehensive use of risk assessments recorded in a risk register, robust internal control systems, extensive insurance cover, and other appropriate controls.

The imposition from 1st September 2019 of an increase in employers' contributions from 16.48% to 23.68%, and a further impending increase in 2024 (now known to be 5% from April 2024) to the Teachers' Pensions Scheme has highlighted the risk of ever-increasing contributions of indeterminate amount. This led the Governors to review the risk to the School's ability to fund future development of the school, and therefore the School's membership of the scheme. In the year, Governors entered into a consultation process with members of the scheme in respect of potential withdrawal from the Teachers' Pension scheme, and it being replaced with a Defined Contribution scheme. The consultation process proved to be a difficult one, with considerable opposition from some members of the scheme, leading to industrial action. The settlement of this dispute required the school's recognition of the NEU and NASUWT, the retention of the Teachers' Pension Scheme as a hybrid scheme, and the option of joining a new Defined Contribution scheme. The total employer's contribution to both schemes will be 21.3%. These schemes will be effective from the 1st September 2024.

Although the decline in boarding numbers was arrested in the year, the viability of offering this facility in its current format is still at risk, and therefore risks an adverse effect on pupil numbers and the School's finances.

With many of the School's buildings being of wooden construction, preventative maintenance for all buildings is an essential part of mitigating the risk of major repairs and reconstruction in the future, which could lead to risks to the School's ability to deliver education to the pupils at the same high level. Planned development of the site, including the redevelopment of the St Matthew's complex of building, St David's and the IT Services Support Services block and the Don Bosco Mathematics department will see further mitigation of the risks as these buildings are replaced. However, commitment to these projects is a risk to the school's having sufficient funds to deliver its primary purpose, the education and well-being of its pupils. This risk is mitigated by forward planning to ensure that reserves remain at the level necessary to fulfil all the school's commitments.

The risk of failure of the school's IT facilities has been mitigated by the Head of IT Services' planning and investment in the upgrading of the school's IT infrastructure and resources. This is, however, kept under constant review.

A further risk to the school's ability to provide the appropriate level of education and support is the recruitment and retention of suitably qualified staff. Therefore, the school has undertaken a review of the levels of remuneration offered by the maintained and independent sectors, as is that offered by the NHS Agenda for Change in respect of our Learning Development and Nursing staff. The introduction of defined pay scales and a revision of the pay policy will take place in 2023-24.

The political debate surrounding the charitable status of independent schools, and in particular, the imposition of VAT on independent school fees is taking on a higher profile. It appears likely that, if there is a change of government, a Labour administration will enact this change. With 60% of the school's fee income coming from Local Authorities, who, it is anticipated, will be able to recover their VAT, the risk to the school is the effect on private parents' ability to fund an additional 20% (current rate of VAT) on the 40% fee income that they represent, which could lead to a fall in privately funded pupil numbers. Governors are closely monitoring this risk and looking at ways to mitigate its impact. In particular the potential for the fees for Independent Special Schools being exempt, or zero-rated.

Similarly, this could remove the school's discount on Business Rates. This is also being closely monitored by governors and cost efficiencies to mitigate this increase in costs will be considered.

Finance review

The net income for the year comprised:

	2022-23	2021-22	Variance
Charitable Income	£9,686,923	£9,283,072	£403,851
Investments	£16,796	£1,649	£15,147
Donations etc.	£34,102	£15,962	£18,140
Total Gross Income	£9,737,821	£9,300,683	£437,138
Raising Funds Expenditure	£142,311	£83,798	-£58,513
Charitable Expenditure	£9,422,267	£8,746,154	-£676,113
Total Expenditure	£9,564,578	£8,829,952	-£734,626
Net Income	£173,243	£470,731	-£297,488

With fee rates increasing by 3.75%, and increased income from grants and lettings, income was £437,138 higher than last year. Expenditure overall was £734,626 higher than last year, of which just over half (£371,526) was in respect of increased staffing costs, including a 5% increase in basic rates and the cost of additional resources. The £363,100 increase in expenses represents an overall increase in all cost centres, and an increased depreciation charge.

Investment in Fixed Assets during the year comprised:

Freehold Land & Buildings	St Matthews Development	£89,947
	MUGA, Pavilion & Roadway	£17,838
		£107,785
Furniture and Equipment	Gym Refurbishment	£19,574
	IT Strategic Project	£273,274
		£292,848
	Total Additions	£400,633

Funds have been retained in preparation for the Site Development Project scheduled for 2023-24. This exciting project comprises the re-development of the St Matthew's and Coach House buildings adjacent to Main House, realising improvement to the surgery facilities, and to the teaching and prep.-room facilities for the Science department, and providing facilities for catering and estates employees (planning has been approved - expected completion 2025).

Resources

The programme of improvement to buildings was paused this year, since funds were retained for the Site Development Project. Further improvement and refurbishment is contemplated in line with the school's ten-year building development plan and the school's main overall strategic development plan that addresses all aspects of the school's composition. The school's management believes it is well resourced, but resources can go out of date quickly and need renewal regularly. Renewal is very important in the lifecycle of the school and therefore staff undergo regular training, including safeguard training, the curriculum taught at the school undergoes regular review, its technology is updated in order to keep staff and students at the leading edge of innovation and this includes updating to the newest software packages under a licenced Microsoft scheme for schools and other technologies. Boarding accommodation is maintained so as to offer a welcoming, clean and homely feeling to boarders and classrooms are resourced so as to provide an environment conducive to teaching and learning. The Governors believe the school is appropriately resourced.

Fundraising

The School carries out no fundraising activities with the public and consequently has had no complaints in this respect. (Last year there were no fundraising activities with the public either) .

Investment powers, policy and performance

The income and property of the company whencesoever derived shall be applied solely towards the promotion of the charitable objects of the company as set forth in the Memorandum. To achieve this, the school aims to implement an efficient structured and effective method of working to ensure More House School finances are kept safe and secure so as they can be made readily available to service the growing needs of the school. Investment regarding capital projects are authorised by the Board of Governors in conjunction with recommendations from the Finance & General Purposes Committee. More House School's Financial Policy is for progression of the school to be achieved only as funds allow without the aid of additional borrowing. Here at More House educational needs must always be the driving influence. We are always attentive to the opportunities available that will optimise the teaching our students receive and the learning potential that can be gained. Financial management will show evidence whether sufficient funds can be made available to change a suggested possibility into reality. This policy has proved its worth over the many years that More House School has been growing and adapting itself to the 'futures' environment. Using external funding for the purchase of external assets such as land and housing which could in the future be sold off without detriment to the School is permissible under this policy.

Reserves

The School's policy is to generate and maintain reserves primarily to fund projects aimed at maintaining or improving the fabric and facilities of the school and dependent upon risk to which the organisation may be exposed from time to time. As a School operating 'not for profit' our reserves are kept to the lowest baseline that will ensure its continuance. Therefore, the specific level of reserves that is deemed necessary may change from year to year as determined by the Board of Governors but never less than 1.5 months' total salary costs equivalent to 8.75% of income. As most staff are on two/three months' notice, it is intended as funds allow to seek to maintain reserves equivalent to 3 months' total salary costs, currently £1,700,000, equivalent to 17.5% of income. At times, when larger projects are planned or underway this may mean retaining reserves from one year to be used in the subsequent year(s). Reserves must be realistic and it is recognised that they will not be able to cover every risk to the organisation, but can go some way to giving the management of the School time to undertake damage limitation and manage the prevailing conditions. The Governors require reserve funds ordinarily to be kept on deposit and thus to gain bank interest (subject to the prevailing economic environment). Generated funds at the end of each financial year are transferred into School reserves and thereafter controlled under the authorisation of the Governors.

The Governors monitor the reserves of the school by considering the availability of cash compared with the demands of the School's expenditure against the timing of its income. As with other schools our cash flow is affected by the timing of the fees and receipts from parents and LEAs. The school continues to be exposed to the weight of LEAs withholding payments in an attempt to influence/decide upon the setting of our fees as opposed to the school's Trustees and Board of Directors. This continues to be particularly disturbing both operationally and financially for the school and is therefore causing the Governors to keep greater funds in reserve due to the behaviour of some LEAs each autumn term. At the end of 31 August 2023, the School held reserves of £3,060,484. This level of reserves reflects the school's financial commitment, its preparation for the School Development Project and the contingency of three months' salary costs. The

School has also designated the sum of £11,570,844 in a fixed asset fund, which represents the historical investment in the fabric of the estate and is therefore not deemed to be readily available. Restricted reserves for the exception of £15,532 were expended for the purpose for which they were given.

Statement of Governors' responsibilities

The Governors, as directors of the charitable company, are responsible for preparing the Governors' Report and the financial statements in accordance with applicable law and regulations.

Company law requires the directors to prepare financial statements for each financial year. Under that law the directors have elected to prepare the financial statements in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these financial statements, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

So far as each of the directors is aware at the time the report is approved:

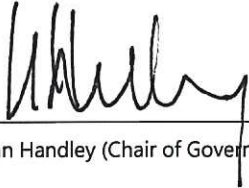
- there is no relevant audit information of which the company's auditors are unaware; and
- the directors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

AUDITORS

A resolution proposing the re-appointment of Haysmacintyre LLP as auditors to the company will be put to the annual general meeting.

In approving this Governors' Report, the Governors are also approving the Strategic Report included here in their capacity as Company Directors.

Approved by the Board of Governors at its meeting on 7th March 2024 and signed on its behalf by:

A handwritten signature in black ink, appearing to read 'G Handley', written over a horizontal line.

Glenn Handley (Chair of Governors)

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL

Opinion

We have audited the financial statements of More House School, The Gard'ner Memorial Limited for the year ended 31 August 2023 which comprise the Statement of Financial Activities, Balance Sheet, Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 *The Financial Reporting Standard applicable in the UK and Republic of Ireland* (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2023 and of the charitable company's net movement in funds, including the income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the governors' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the governors have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charitable company's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

**INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF
THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)**

Other information

The governors are responsible for the other information. The other information comprises the information included in the Governors' Annual Report and the Report of the Chair of Governors. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Governors' Annual Report (which incorporates the strategic report and the directors' report).

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept by the charitable company; or
- the charitable company financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of governors' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of governors for the financial statements

As explained more fully in the statement of governors' responsibilities set out on page 20, the governors (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the governors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)

In preparing the financial statements, the governors are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the governors either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to the regulatory requirements of the Charity Commission and OFSTED, and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Companies Act 2006, Charities Act 2011, Charities SORP (2019) and payroll taxes.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls) and determined that the principal risk was related to the recognition of voluntary income. Audit procedures performed by the engagement team included:

- Enquiries of management regarding correspondence with regulators and tax authorities;
- Review of relevant committee meeting minutes;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Reviewing the controls and procedures of the charity, particularly in relation to the recording of income and processing of payments and payroll, to ensure these were in place throughout the year;
- Evaluating management's controls designed to prevent and detect irregularities;
- Reviewing and testing journal entries made in the year, particularly those made as part of the year-end financial reporting process; and
- Challenging assumptions and judgements made by management in their critical accounting estimates which comprise depreciation and bad debts provision.

**INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF
THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)**

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an Auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

Haysmacintyre LLP

Kathryn Burton (Senior statutory auditor)

for and on behalf of Haysmacintyre LLP, Statutory Auditor

Date: 2nd February 2024

10 Queen Street Place

London

EC4R 1AG

**STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 AUGUST 2023**

		Unrestricted Funds £	Restricted Funds £	Total 2023 £	Total 2022 £
INCOME FROM:	Notes				
Charitable activities:					
- School fees receivable	1	9,310,971	-	9,310,971	9,087,282
- Other school income	2	375,952	-	375,952	195,790
Investments – interest		16,796	-	16,796	1,649
Voluntary sources:					
- Appeal and other donations		3,096	31,006	34,102	15,962
		<u>9,706,815</u>	<u>31,006</u>	<u>9,737,821</u>	<u>9,300,683</u>
EXPENDITURE ON:					
Raising funds:					
- Fundraising and development		8,641	-	8,641	14,195
- Finance and other costs		133,670	-	133,670	69,603
		<u>142,311</u>	<u>-</u>	<u>142,311</u>	<u>83,798</u>
Charitable Expenditure:					
School operating costs					
- Teaching costs		5,373,269	25,012	5,398,281	5,096,014
- Boarding and catering		1,416,134	-	1,416,134	1,334,903
- Premises		1,469,754	--	1,469,754	1,305,102
- Support and governance costs		1,138,098	-	1,138,098	1,010,135
Total expenditure	3	<u>9,539,566</u>	<u>25,012</u>	<u>9,564,578</u>	<u>8,829,952</u>
Net Income/net movement in funds		167,249	5,994	173,243	470,731
RECONCILIATION OF FUNDS					
Total funds brought forward		<u>14,464,080</u>	<u>9,538</u>	<u>14,473,618</u>	<u>14,002,887</u>
Total funds carried forward	12	<u>£14,631,329</u>	<u>£15,532</u>	<u>£14,646,861</u>	<u>£14,473,618</u>
		=====	=====	=====	=====

A summary Income and Expenditure account has not been prepared as this information is given above. The results above are in respect of continuing activities.

The notes on pages 36 to 55 form part of these financial statements.

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2023

	2023		2022	
	£	£	£	£
Cash flows from operating activities:				
<i>Net cash provided by operating activities (Note 18)</i>		1,209,065		643,568
Cash flows from investing activities:				
Interest from investments	16,796		1,649	
Interest payable on loans	(94,407)		(72,849)	
Purchase of tangible fixed assets	(400,633)		(660,152)	
Proceeds from sale of tangible fixed assets	-		1,790	
<i>Net cash used in investing activities</i>		(478,244)		(729,562)
Cash flows from financing activities:				
Repayment of loan	(37,504)		(47,358)	
<i>Net cash used in financing activities</i>		(37,504)		(47,358)
Change in cash and cash equivalents in the year		693,317		(133,352)
Cash and cash equivalents at the start of the year		3,380,716		3,514,068
Cash and cash equivalents at the end of the year		£4,074,033		£3,380,716

ANALYSIS OF CHANGES IN NET DEBT

	At 1 September 2022	Cash flows	Other non-cash changes	At 31 August 2023
	£	£	£	£
Cash and bank	3,380,716	693,317	-	4,074,033

The notes on pages 36 to 55 form part of these financial statements.

ACCOUNTING POLICIES FOR THE YEAR ENDED 31 AUGUST 2023

a) **Basis of Accounting**

The financial statements have been prepared in accordance with the Statement of Recommended Practice for Charities (SORP 2015) (Second Edition, effective 1 January 2019, the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Gard'ner Memorial Limited More House School meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

b) **Preparation of the accounts on a going concern basis**

Having assessed the school's financial position and plans for the foreseeable future, the risks to which the School is exposed including the ongoing impact of the rising cost of living and inflationary pressures, and the detailed cash projections and budgets to August 2024, the Governors are satisfied it remains appropriate to prepare the accounts on a going concern basis. There are no material uncertainties regarding the School's going concern status.

c) **Critical accounting judgements and key sources of estimation uncertainty**

In the application of the accounting policies, Governors are required to make judgement, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the governors, no assumptions concerning the future or estimation uncertainty affecting assets or liabilities at the balance sheet date are likely to result in a material adjustment to their carrying amounts in the next financial year.

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2023

d) Income recognition

All income is recognised once the School has entitlement to the income, it is probable that the income will be received and the amount of income can be measured reliably.

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Voluntary incoming resources are accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, donation income is credited to the relevant restricted fund and incoming endowments are accounted for as permanent trust capital or expendable trust capital, according to whether the donor intends retention is to be permanent or not.

Investment income from bank balances and fixed interest securities is accounted for on an accruals basis.

e) Government grants

Government grant income represents the total amount received from the Department of Education under the Coronavirus Recovery Scheme).

f) Expenditure

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the SoFA is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Governance costs comprise the costs of complying with constitutional and statutory requirements. Irrecoverable VAT is included with the item of expenditure to which it relates.

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2023

g) Fixed Assets

All fixed assets are stated at cost less depreciation. Expenditure on fixed assets is capitalised where the cost (or the value if donated) is in excess of £5,000.

Depreciation is provided to write off the cost of fixed assets, other than freehold land, using the following methods:

Freehold buildings	- 50 years
Furniture and equipment	- 10 years
Computer equipment	- 4 years
Motor vehicles	- 5 years
Leased assets	- Over the life of the lease

h) Hire Purchase and Finance leases

Assets obtained under hire purchase and finance leases are capitalised as tangible fixed assets. These assets are depreciated over the shorter of the lease term and their useful lives. Finance leases are those where substantially all of the benefits and risks of ownership are assumed by the company. Obligations under such agreements are included in creditors net of the finance charges allocated to future periods. The finance element of the rental payment is charged to the Statement of Financial Activities so as to produce a constant periodic rate of charge on the net obligations outstanding in each period.

i) Pensions

Retirement benefits to employees of the School are provided through two pension schemes, one defined benefit and one defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The Teachers' Pension Scheme - this scheme is a multi-employer pension scheme. It is not possible to identify the College's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable.

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2023

Personal Pension Plan - this is a defined contribution group personal pension plan with Prudential or NEST. Employer's pensions costs are charged in the period in which the salaries to which they relate are payable.

j) Funds

The different funds are defined as follows:

Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.

Unrestricted funds are those funds available to the School for its general purposes. It is the policy of the governors to retain in unrestricted funds, amounts which in their judgement, can help to mitigate the short-term effects of income volatility and retain funds to generate sufficient income to meet current and future operational activities of the School.

k) Debtors

Fee and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

l) Cash at bank and in hand

Cash at bank and in hand includes bank accounts, cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

m) Creditors and provisions

Creditors and provisions are recognised where the School has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2023**

1.	FEES RECEIVABLE	2023	2022
		£	£
	Fees receivable consist of:		
	School fees	9,959,111	9,826,827
	Less: bursaries, grants and allowances	(648,140)	(739,545)
		<u>£9,310,971</u>	<u>£9,087,282</u>
		=====	=====
2.	CHARITABLE ACTIVITIES – OTHER INCOME	2023	2022
		£	£
	Extras and other educational income	94,066	87,937
	Registration fees/FIL	34,497	23,162
	Government grants – job retention scheme	119,018	52,670
	Sundry income	128,371	32,021
		<u>£375,952</u>	<u>£195,790</u>
		=====	=====
3.	ANALYSIS OF TOTAL EXPENDITURE - 2023		
		Total	Total
		2023	2022
		£	£
	Raising funds:		
	Fundraising and development	-	8,641
	Finance costs	-	133,670
	Charitable Activities:		
	School operating costs:		
	Teaching	4,965,760	432,521
	Boarding and catering	814,420	601,713
	Premises	251,746	654,066
	Support and governance	768,840	369,259
		<u>£6,800,766</u>	<u>£2,199,870</u>
		=====	=====
		<u>£563,942</u>	<u>£9,564,578</u>
		=====	=====
		<u>£8,829,952</u>	<u>£8,829,952</u>
		=====	=====

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2023**

ANALYSIS OF TOTAL EXPENDITURE - 2022

	Staff costs	Other	Depreciation	Total 2022	Total 2021
	£	£	£	£	£
Raising funds:					
Fundraising and development	-	14,195	-	14,195	19,635
Finance costs	-	69,603	-	69,603	96,670
Charitable Activities:					
School operating costs:					
Teaching	4,637,623	458,391	-	5,096,014	4,945,496
Boarding and catering	852,008	482,896	-	1,334,904	1,299,222
Premises	241,352	621,219	442,530	1,305,101	1,123,946
Support and governance	698,257	311,878	-	1,010,135	707,081
	<u>£6,429,240</u>	<u>£1,958,182</u>	<u>£442,530</u>	<u>£8,829,952</u>	<u>£8,192,050</u>
	=====	=====	=====	=====	=====

Support and governance costs all relate to the direct operating costs of the school and principally comprise the following:

	2023	2022
	£	£
Administrative staff costs	768,840	698,257
Termination settlement	-	24,771
Office running costs	37,707	52,493
Professional fees	166,992	84,222
Travel	411	1,371
Other	134,084	132,291
Governance costs	30,065	16,730
	<u>£1,138,099</u>	<u>£1,010,135</u>
	=====	=====
Expenditure includes:		
Auditors remuneration: Audit	19,338	13,200
Operating lease payments – plant, machinery and minibuses	34,282	36,435
Interest payable on loans	94,409	72,849
Depreciation	563,942	442,530

NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2023

4. STAFF COSTS:	2023	2022
	£	£
Salaries and wages	5,496,094	5,178,017
Social security costs	537,650	517,019
Pension contributions	758,724	722,806
Apprentice Levy	8,298	10,827
Termination Settlement	-	24,771
	<u>£6,800,766</u>	<u>£6,453,440</u>
	=====	=====

The average number of employees during the year was made up as follows:

	2023	2022
Teaching	124	115
Other	58	60
	<u>182</u>	<u>175</u>
	=====	=====

The number of staff on a full time equivalent basis was as follows:

Teaching – full-time	75	72
Teaching – part-time	29	27
	<u>104</u>	<u>99</u>
Other – full-time	22	26
Other – part-time	24	22
	<u>46</u>	<u>48</u>
Total full-time equivalent employees	<u>150</u>	<u>147</u>
	=====	=====

No trustee earned any remuneration in either the current or previous financial years. The School paid for eight governors to obtain training and to attend forum meetings amounting to £9,107 (Course fees only, no travel). (2022 The School paid for seven governors to obtain training and to attend forum meetings amounting to £1,540 Course fees only, no travel). There were no reimbursed expenses to trustees in the year.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

The company is a registered charity and therefore not liable to taxation on its charitable income or capital gains. During the year there were three higher paid employees earning between £60,000-£70,000; one between £70,000-£80,000; one between £90,000 - £100,000; and one between £120,000-£130,000 (2022: three between £60,000-£70,000; one between £80,000-£90,000 and one between £110,000-£120,000). The school made employer's pension contributions of £69,522 (2022: £62,506) on behalf of the higher paid employees.

Staff benefits paid to key management personnel amounted to £ 608,604 (2022 - £587,599).

5. FIXED ASSETS	Freehold Land	Freehold Buildings	Furniture & Equipment	Motor Vehicles	Total
	£	£	£	£	£
COST					
As at 1 September 2022	1,321,036	15,225,980	1,418,262	49,052	18,014,330
Additions	-	107,785	292,848	-	400,633
Disposals	-	-	-	--	-
As at 31 August 2023	1,321,036	15,333,764	1,711,110	49,052	18,414,962
DEPRECIATION					
As at 1 September 2022	-	3,859,921	629,684	45,726	4,535,331
Charge for year	-	293,487	269,969	487	563,943
Disposals	-	-	--	-	-
As at 31 August 2023	-	4,153,408	899,653	46,213	5,099,274
NET BOOK VALUE					
At 31 August 2023	£1,321,036	£11,180,356	£811,457	£2,839	£13,315,688
At 31 August 2022	£1,321,036	£11,366,059	£788,578	£3,326	£13,478,999

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

6. DEBTORS	2023	2022
	£	£
Fee debtors	50,085	28,144
Sundry debtors	96,758	36,141
Prepayments	64,233	69,190
	<u>£211,076</u>	<u>£133,475</u>
	=====	=====
7. OTHER CREDITORS: amounts falling due within one year	2023	2022
	£	£
Trade creditors	144,402	113,236
Social security and other taxes	130,757	126,239
Other creditors	121,018	162,556
Accruals	57,107	19,658
Bank loan (see note 9 below)	30,000	50,000
	<u>£483,284</u>	<u>£471,689</u>
	=====	=====
8. CREDITORS: amounts falling due after one year	2023	2022
	£	£
Bank loan (see note 9 below)	1,714,843	1,732,346
	<u>£1,714,843</u>	<u>£1,732,346</u>
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

9. BANK LOANS	2023	2022
	£	£
Bank loans are payable as follows:		
Within one year	30,000	50,000
Within one to two years	30,000	50,000
Between two and five years	100,000	150,000
After five years	1,584,843	1,532,346
	<hr/>	<hr/>
	£1,744,843	£1,782,346
	=====	=====

The above loan is was renewed in the year at a rate of 1.75% above base rate This agreement runs until 2027 when it is expected to be renewed.

The loan is secured on the school's freehold property.

10. MEMBERS GUARANTEE

The Gard'ner Memorial Limited is a company limited by guarantee. There is therefore no share capital. At 31 August 2023 there were nine members of the company, who were also the Governors. Each member guarantees to contribute 5p in the event of the company being wound up.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

11. MOVEMENT IN FUNDS - 2023	Balance at				Balance at 31 August 2023
	1 September				
	2022	Income	Expenditure	Transfers	
	£	£	£	£	£
Unrestricted					
- General Fund	2,767,430	9,706,815	(9,539,566)	125,806	3,060,485
- Designated Fund	11,696,650	-	-	(125,806)	11,570,844
Restricted					
- Facilities Fund	9,538	31,006	(25,012)	-	15,532
	<u>£14,473,618</u>	<u>£9,737,821</u>	<u>£(9,564,578)</u>	<u>-</u>	<u>£14,646,861</u>
	=====	=====	=====	=====	=====

Facilities Fund consists of various donations towards various school facilities. The balance will be spent in 2023/24.

Donations and other income relating to the School Appeal were added to the restricted fund and used to mark the 75th Anniversary of the School by raising funds for a new Library and Media Centre. Any unspent income from the Appeal remains as restricted funds to be used in subsequent years.

The designated fund represents amounts tied up in fixed assets less mortgage loans in respect of those assets.

MOVEMENT IN FUNDS - 2022	Balance at				Balance at 31 August 2022
	1 September				
	2021	Income	Expenditure	Transfers	
	£	£	£	£	£
Unrestricted					
- General Fund	2,551,599	9,285,809	(8,820,331)	(249,647)	2,767,430
- Designated Fund	11,445,003	-	-	251,647	11,696,650
Restricted					
- Appeal Fund	2,000	-	-	(2,000)	-
- Facilities Fund	4,285	14,874	(9,621)		9,538
	<u>£14,002,887</u>	<u>£9,300,683</u>	<u>£(8,829,952)</u>	<u>£-</u>	<u>£14,473,618</u>
	=====	=====	=====	=====	=====

NOTES TO THE ACCOUNTS (Continued)
 FOR THE YEAR ENDED 31 AUGUST 2023

13. ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2023

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,315,688	3,046,012	(1,732,348)	14,629,352
Restricted	-	15,532	-	15,532
	<u>£13,315,688</u>	<u>£3,061,544</u>	<u>£(1,732,348)</u>	<u>£14,644,884</u>
	=====	=====	=====	=====

ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2022

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,478,998	2,717,427	(1,732,348)	14,464,077
Restricted	-	9,538	-	9,538
	<u>£13,478,998</u>	<u>£2,726,965</u>	<u>£(1,732,348)</u>	<u>£14,473,615</u>
	=====	=====	=====	=====

14. CAPITAL COMMITMENTS

	2023 £	2022 £
Commitments for future capital expenditure not provided for in these accounts are:		
Authorised and contracted for	1,754,085	1,754,085
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

15. PENSION COMMITMENTS

Retirement benefits to employees of the School are provided through two pension schemes, one defined benefit and one defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The School participates in the Teachers' Pension Scheme (England and Wales) ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £605,348 (2022: £583,758) and at the year-end £73,358 (2022 - £67,862) was owing in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2016 and the Valuation Report, which was published in March 2019, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2022. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

The 31 March 2016 Valuation Report was prepared in accordance with the benefits set out in the scheme regulations and under the approach specified in the Directions, as they applied at 5 March 2022. However, the assumptions were considered and set by the Department for Education prior to the ruling in the 'McCloud/Sargeant case'. This case has required the courts to consider cases regarding the implementation of the 2015 reforms to Public Service Pensions including the Teachers' Pensions.

The TPS is subject to a cost cap mechanism which was put in place to protect taxpayers against unforeseen changes in scheme costs. The Chief Secretary to the Treasury, having in 2018 announced that there would be a review of this cost cap mechanism, in January 2019 announced a pause to the cost cap mechanism following the Court of Appeal's ruling in the McCloud/Sargeant case and until there was certainty about the value of pensions to employees from April 2015 onwards. The pause was lifted in July 2020, and following a public consultation in 2021, the Government have accepted three key proposals

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

15. PENSION COMMITMENTS (continued)

recommended by the Government Actuary, and are aiming to implement these changes in time for the 2020 valuations.

The 2016 cost control valuations were completed in January 2022, and the results indicated that there would be no changes to benefits or member contributions required. The results of the cost cap valuation are not used to set the employer contribution rate, and HM Treasury has indicated that any changes to the employer contribution rate resulting from the 2020 valuations will take effect in April 2024.

Until the 2020 valuation is completed, it is not possible to conclude on any financial impact or future changes to the contribution rates of the TPS. Accordingly no provision for any additional past benefit pension costs is included in these financial statements.

Other staff are enrolled into the School's defined contribution scheme to which the School contributes 6% of gross salary. There were contributions of £15,094 (2022 - £14,553) outstanding at the year-end.

16. OPERATING LEASE COMMITMENTS

	2023	2022
	£	£

At the year-end the school had future minimum lease payments under non-cancellable operating leases as follows:

Within 1 year	33,995	36,867
Between 2 – 5 years	41,364	77,477
	£75,359	£114,344
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

17. RELATED PARTY TRANSACTIONS

There were no related party transactions in the year (2021-22 – there was one related party transaction. Goods to the value of £1,637 were purchased from Robert Hammond, husband of Ruth Hammond who is a member of the charity's Core Leadership Group). At the year-end there were no amounts owing or owed (2021-22 - £175 was owed to Robert Hammond).

18. RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES

	2023	2022
	£	£
Net income for the reporting period (as per the statement of financial activities)	173,243	470,731
Depreciation	563,942	442,530
Profit on disposal of fixed assets	-	(1,790)
Interest receivable	(16,796)	(1,649)
Interest payable	94,407	72,849
(Increase) in debtors	(77,601)	(57,177)
Increase/(decrease) in creditors	471,870	(281,926)
	<hr/>	<hr/>
Net cash provided by operating activities	£1,209,065	£643,568
	=====	=====

19. CONTROL

The school is controlled by the Board of Governors as disclosed in the Reference and Administrative Information on page 1.

20. SUBSIDIARY COMPANIES

The More House Foundation is a connected entity that is headed up by Mr Barry Huggett OBE, the former Headmaster of More House School. B Huggett has overall control of the Foundation which operates separately to the School, although promoting the services of the School but offering in its own capacity educational consultancy services. These services are delivered by B Huggett and others with specialist knowledge from their working experiences and qualifications. Separate accounts are collated by the Foundation.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2023

21. STATEMENT OF FINANCIAL ACTIVITIES - 2022

	Unrestricted Funds £	Restricted Funds £	Total 2022 £
INCOME FROM:			
Charitable activities:			
- School fees receivable	9,087,282	-	9,087,282
- Other school income	195,790	-	195,790
Investments – interest	1,649	-	1,649
Voluntary sources:			
- Appeal and other donations	1,088	14,874	15,962
	9,285,809	14,874	9,300,683
EXPENDITURE ON:			
Raising funds:			
- Fundraising and development	14,195	-	14,195
- Finance and other costs	69,603	-	69,603
	83,798	-	83,798
Charitable Expenditure:			
School operating costs			
- Teaching costs	5,084,393	11,621	5,096,014
- Boarding and catering	1,334,903	-	1,334,903
- Premises	1,305,102	-	1,305,102
- Support and governance costs	1,010,135	-	1,010,135
	8,818,331	11,621	8,829,952
Total expenditure	8,818,331	11,621	8,829,952
Net Income/net movement in funds	467,478	3,253	470,731
RECONCILIATION OF FUNDS			
Total funds brought forward	13,996,602	6,285	14,002,887
Total funds carried forward	£14,464,080	£9,538	£14,473,618
	=====	=====	=====

**DETAILED ANALYSIS OF INCOME
 FOR THE YEAR ENDED 31 AUGUST 2023 UNAUDITED**

	2023	2022
	£	£
FEES RECEIVABLE		
Gross fees	9,959,111	9,826,827
Less bursaries, grants and allowances	(648,140)	(739,545)
	<u>9,310,971</u>	<u>9,087,282</u>
Extras receivable and other educational income	94,066	87,937
	<u>9,405,037</u>	<u>9,175,219</u>
BANK AND OTHER INTEREST	16,796	1,649
	<u>9,421,833</u>	<u>9,176,868</u>
DONATIONS	3,096	1,088
OTHER INCOME		
Registration fees	34,497	23,162
Other school income	247,389	84,691
	<u>281,886</u>	<u>107,853</u>
TOTAL OPERATING INCOME	9,706,815	9,285,809
TOTAL RESTRICTED INCOME	31,006	14,874
TOTAL INCOME	<u>9,737,821</u>	<u>9,300,683</u>
	=====	=====

**DETAILED ANALYSIS OF EXPENDITURE
 FOR THE YEAR ENDED 31 AUGUST 2023**

CHARITABLE EXPENDITURE	2023	2022
	£	£
TEACHING COSTS		
Teaching staff salaries	4,965,760	4,637,623
Cost of extras	107,470	95,428
Courses	41,744	43,846
Teaching materials	283,307	319,117
	<u>5,398,281</u>	<u>5,096,014</u>
 BOARDING AND CATERING		
Catering staff salaries	230,891	215,891
Catering costs	514,467	447,276
Cleaning staff salaries	206,098	241,111
Cleaning costs	61,870	26,543
Laundry – staff salaries	846	22,035
Laundry – other	25,376	9,144
Care staff salaries	376,585	372,903
	<u>1,416,133</u>	<u>1,334,903</u>
 PREMISES		
Insurance	51,887	50,763
Rates and water	46,203	37,440
Light and heat	255,012	163,402
Maintenance staff salaries	251,746	241,352
Garden and grounds	79,610	96,799
Repairs and maintenance	196,026	246,353
Trade refuse	25,328	26,463
Depreciation	563,942	442,530
	<u>1,469,754</u>	<u>1,305,102</u>

**DETAILED ANALYSIS OF EXPENDITURE ACCOUNT
 FOR THE YEAR ENDED 31 AUGUST 2023**

	2023	2022
	£	£
OTHER SUPPORT COSTS		
Staff salaries	768,840	698,256
Staff recruitment	14,082	12,805
Staff travel	411	1,371
Printing, postage and stationery	2,772	14,251
Telephone	34,934	38,241
Motor	39,702	41,401
Sundry costs	53,455	51,600
Subscriptions and donations	25,501	24,223
H M Discretionary	1,344	2,265
Professional and other costs	166,992	84,222
Termination settlements	-	24,770
	<u>1,108,033</u>	<u>993,405</u>
GOVERNANCE COSTS		
Audit and accountancy	20,958	15,270
Governor expenses	9,107	1,460
	<u>30,065</u>	<u>16,730</u>
PUBLICITY AND FUNDRAISING		
Promotion	8,641	14,195
	<u>8,641</u>	<u>14,195</u>
FINANCE COSTS		
Bank charges and interest payable	9,040	8,162
Loan & mortgage interest	94,407	72,849
Bad debts	30,224	(11,408)
	<u>133,671</u>	<u>69,603</u>
TOTAL EXPENDITURE	9,564,578	8,829,952
TOTAL INCOME	9,737,821	8,972,043
	<u>173,243</u>	<u>470,731</u>
SURPLUS FOR YEAR	=====	=====

GARD'NER MEMORIAL LIMITED

England & Wales - Charity number 311872

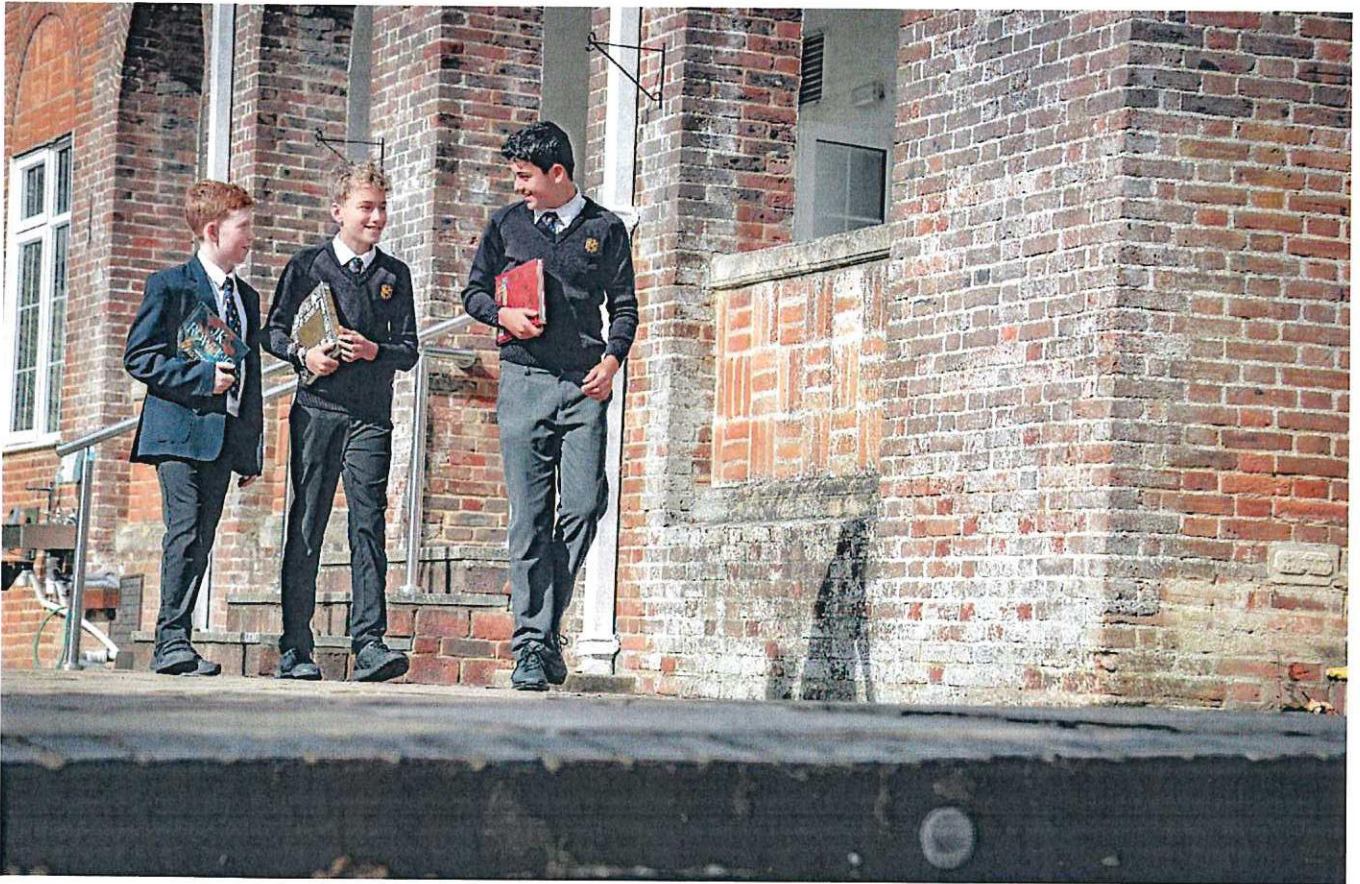
Accounts



The Gard'ner Memorial Ltd
(A company limited by guarantee)
Trading as More House School

Governors' Report and Financial Statements
For year ending 31st August 2022

Registered Charity number. 311872
Registered Company number. 523768



Reference and Administrative Information

Registered charity number
Registered company number

311872
 523768

Governing document

The charity is controlled by its governing documents, comprising its Memorandum and Articles of Association, and constitutes a private limited company, limited by guarantee, as defined by the Companies Act 2006. The company was incorporated in England.

Governors (Directors)

Mr Glenn Handley MBA (appointed Chair 01.09.2021)*1*3
 Mrs Pamela Edworthy BSc (Hons) PGDip PGCE (Deputy Chair 01/01/2022)*2,*4
 Mr John Stares BSc (Hons) (Deputy Chair) (resigned 31.12.21) *1,*4
 Mrs Suzie Brand *3 *4
 Mr Robert Forster MSc BSc *1
 Ms Lindsay Gowland MA (Ed.) ACIS *3
 Mr Gary Hay BA (Hons) *1, *3
 Fr Patrick Sherlock SDB BSc BA QTS (resigned 22.08.22) *2
 Mr Graham Spawforth MA Med PGCE *2
 Fr Nicholas Gosnell (appointed 09.06.22)*2
 Mr Michael Sicely (appointed 09.06.22) *1
 Mrs Christine Goodyear LL.B (appointed 09.06.22)

Membership of Sub-Committees

- *1 – Finance & General Purposes
- *2 – Teaching, Learning & Therapy
- *3 – Safeguarding & Welfare
- *4 – Governance & Nominations

Website
Auditors
Bankers

www.morehouseschool.co.uk
 Haysmacintyre LLP

Solicitors
Key Executives

Barclays Bank PLC, 1 Churchill Place, Canary Wharf, London E14 5HP.
 HSBC, 69 Pall Mall, London, SW1Y 5EY
 GBH Law
 Mr Jonathan Hetherington BA (Hons) MSc (Ed.) QTS, Headmaster
 Mr Stephen Johnson FFA FFTA, Bursar & Clerk to the Governors

Report of the Chair of Trustees

The year to 31st August 2022 has felt one of optimism as the darkest days of the COVID-19 pandemic passed further into recent memory. Whilst impact of the previous nearly two years' disruption and fear have continued to be felt, the year was characterised by future ambition and a focus on our school's purpose and vision. There was a clear sense of direct influence of the school's founding mission of compassion

and aspiration for children and young people disadvantaged in their educational experience, and we celebrated extraordinary success in our work to transform the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them.

Outcomes for pupils of More House School remain a key indicator of the efficacy of the charity's activities and provision. All of our pupils must overcome the barriers posed by Developmental Language Disorder, Specific Learning Difficulties such as Dyslexia Attention Deficit and Developmental Coordination Disorder, or associated conditions, and a majority are the subjects of Education, Health and Care plans. Nevertheless, our students' results in their A' Level, GCSE and equivalent courses were, again, inspiring to younger pupils.

Very many of our pupils join More House feeling frightened about their futures; lacking in self-belief and convinced they have not the capacity to make a success of an academic educational journey. Our work is to help them to realise their intelligence and strengths, support them to develop strategies to combat their areas of skill-weakness, and foster in them a burning aspiration for their futures. Academic outcomes reveal to our pupils their true academic aptitudes and reinforce in them a sense of self-worth and ambition for the future; they enable our leavers to progress to higher education and exciting careers.

For our 2022 Upper Sixth leavers, the summer 2022 examination series offered the first opportunity for these boys to attempt proper public examinations, having been subject to the past two years' COVID-19 disruption denying them such chance. In spite of this, 34% of A Level and equivalent Level 3 BTEC grades were awarded at the highest A* and A, or Distinction* and Distinction grades, and the cohort achieved a 74% A* to C and Distinction* to Merit award rate. Our Upper Sixth chalked-up a 99% pass-rate in their Level 3 (A Level and equivalent) qualifications.

The Year Eleven GCSE and equivalent results were equally exciting, with 80% of grades awarded at 9 to 4, or the Level 2 BTEC equivalent of Distinction* to Level 2 Pass. 43% of candidates achieved at least one grade at 9-7 (BTEC Distinction* to Distinction and the equivalent of the old grades A* to A). Our pupils beat the national averages for good passes in GCSE English by 13 percentage points (achieving 76%) and in GCSE Mathematics by 3 percentage points (achieving 68%), and 54% of our Year Elevens achieved at least five 9 to 4 grades (or the BTEC equivalent) including GCSE English and Mathematics. A very impressive 92% achieved a 9 to 4 good pass in a GCSE Science, or the equivalent Level 2 Pass in BTEC Science.

These results are, of course, empowering to our pupils, and support them to realise their true potential, bolstering their self-belief. However, it is the complementary work on developing pupils' social language skills, inferential understanding, independent living skills and mental wellbeing that establishes a truly sustainable and sure footing on which they may build their futures.

The school continues to be subject to external quality-assurance audit by the Department for Education and remained recognised as fully compliant, and Outstanding (the highest possible grading) in all Ofsted judgement areas, following the March 2019 integrated Education and Social Care inspection. In January 2022 we experienced our overdue, normally annual, Ofsted Social Care inspection of our provision for residential pupils. Despite a year's delay caused by the COVID-19 disruptions, the visiting inspectors confirmed the school remains Outstanding in each of the individual judgement areas and overall.

The culmination of the academic year is a valuable opportunity to celebrate explicitly every pupil's efforts, progress and achievements through the course of the year. This year's Founder's Day ceremony was the first time the entire school community of pupils, their parents – and often grandparents – and the staff have come together in one place, since 2019. The Headmaster provided a report on the year and the school's future, and pupils were awarded prizes, trophies and certificates, helping them to recognise their own successes and grow in confidence. The retiring head boy and heads of each of the school's four houses delivered valedictory addresses and their successors were inducted. Pupils hosted their family-members on tours of the grounds and classrooms, sharing their work with pride.

The school's ambitions to realise improvement in the sports opportunities for pupils and local youth groups, through the installation of an all-weather sports pitch, pavilion and access roadway realised little progress during the year owing to planning delays. Nevertheless, this remains a key element of our school development plans and the project continues to be pursued.

In contrast, the school's application for development of the St Matthew's and Coach House area of the campus, close to Main House and the main entrance, was submitted during the year and received approval very swiftly. This permission was announced to the school

community at our Founder's Day ceremony and construction is expected to commence in the summer of 2023 to provide a larger medical surgery. Three new science laboratories, science prep. room facilities, stores space and welfare facilities for the school's Estates and Catering teams. The work is expected to be completed by September 2024.

We continued to invest in our I.T. infrastructure, completing a large-scale project to rewire the entire campus for an upgrade wireless Internet system, to be installed early in the academic year 2022-23, and providing one-to-one laptops to all employees in pupil-facing roles and those in the support-services departments who use computer facilities as part of their normal work. This development was complemented by the installation of docking stations in every classroom and office space, significantly improving the facilities for teaching and learning.

In readiness for the start of the 2021-22 academic year, the Headmaster and governors appointed a dedicated Head of Safeguarding, making this role discrete rather than being one element of a wider portfolio as had been the case previously. This has increased the already critical focus on safeguarding, realising exciting developments to the safeguarding arrangements in the school in pursuit of excellence and the safest environment for pupils and adults. Coinciding with this appointment was the school's completion of a transfer from paper-based record-keeping to a comprehensive online platform for managing all safeguarding reporting and record-keeping, making easier the analysis of data to identify patterns and trends, informing strategic decision-making.

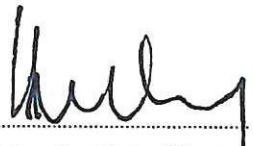
Following the external review of governance arrangements, commissioned by the school's board of governors in June 2021 as part of our relentless commitment to continuous improvement, the year to 31st August 2022 witnessed the implementation of recommendations arising from that review. Amongst them, the governors' committee structures were revised, and new appointments made to the board in the interests of increasing the number of trustees and governors.

Events across the year included the privilege of hosting at More House an event attended by the Archbishop of Canterbury as part of his Big Questions tour of the Guildford Diocese. In June, the incredible Friends of More House School delivered an extraordinary Proms in the Park Platinum Jubilee celebration featuring very many More House School musicians performing, as well as a parents' choir.

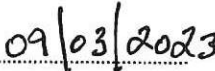
Politically, the world of education is in uncertain times. An unprecedented turnover of secretaries of state for Education is unsettling; by the close of the year, the long-awaited report of The Times Education Commission had been published, presenting a twelve-point plan for education, and the government had published its Schools white paper, and completed its public consultation on its green Special Educational Needs and Disabilities proposals. Each of these three have significant implications for More House School, and for our pupils and families.

In the face of such change, there remains throughout our school community, an enduring and cherished commitment to the school's mission of supporting children and young people who are disadvantaged by the mainstream education system and by lack of understanding and confidence in many classrooms, in order to transform their future prospects. The charity's work to improving that understanding and confidence here and through our growing outreach programme locally and nationally for educational professionals, so that intelligent, neuro-diverse children far beyond the school's gates benefit, remains strong. It is evident in the successes of our pupils, in the breadth of training activities undertaken by the school during the year to the 31st August 2022, in our concluding the year with the highest number of pupils ever on the school-roll – 496 – and in our ambitious plans for the future.

Signature:


.....
G. Handley, Chair of Trustees

Date:


.....

Report of the trustees

The trustees of the Gard'ner Memorial Limited, who are also the charity's directors for the purposes of the Companies Act 2006, are pleased to present their annual report, together with the financial statements of the charity for the year ended 31st August 2022, which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

Objectives and activities

The objects of the charity are:

The advancement of education including, but not limited to, running the More House School, Frensham, and educating children, particularly those with learning difficulties, but also disseminating best practice in techniques of teaching and learning through training, consultation, assessment, research and related activities, both in the UK and internationally, so continuing the tradition of the late Reginald Joseph Gard'ner for the public benefit.

Too many children are failed by the mainstream education system, where typical methods of teaching and support in the classroom fail to uncover the true cognitive potential of children who experience weaknesses in their literacy and developmental language skills, and those affected by associated difficulties including Developmental Coordination Disorder and attention deficit conditions. Such children may be intellectually very capable but are left believing themselves not clever, disadvantaged by an education system which focuses the primary means of assessing ability on their areas of skill-weakness, and leaving their strengths unrecognised. Too many children believe themselves failures amongst their peers, and the threat to mental health and wellbeing is too frequently explicit.

And yet such children offer huge value for the future of our society and world. Many companies now recognise immense value in recruiting neuro-diverse teams. Our pupils have a great part to play in the future of our country, in all areas of education, industry and business. With the right educational approach at the right point in their lives, children and young people with specific learning difficulties, developmental language delay and associated conditions, can be enabled to see their strengths and their future. Once they are taught to believe in themselves, they can grow the courage to tackle the challenges in their educational paths and realise their true intelligence. With an appropriate educational environment, they can achieve success at GCSE and A Level, and pursue further and higher education and training, leading to promising careers and contributing to our society. Such a pathway is essential in order for such young people to become truly independent, supporting the state and society through maintaining strong mental and physical health, participating in worthwhile employment and paying tax, rather than failing to realise such outcomes, necessitating continuous support from society and the public purse throughout their adult lives.

Our vision, is:

To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them.

Our specific aims are:

To support the individual needs of each pupil, as individuals, so that each thrives, adapting continuously teaching and support strategies to challenge appropriately pupils' diverse strengths and weaknesses.

To provide all pupils with an environment in which they feel, and are, safe and confident in being themselves, and through which they develop effective skills to promote their mental health and wellbeing.

To foster in all pupils a powerful desire to question and to learn, and to realise high aspirations for their future, in terms of continued education and learning, their professional career, and social relationships.

To provide a transformative learning environment and opportunities for our pupils so that they achieve outstanding academic results, above the national age-related averages, both at level two (GCSE level) and three (Advanced level), despite having Specific Learning Difficulties, Developmental Language Disorder and associated conditions.

To develop our pupils to become confident and resilient young people, with the experience and skills that allow them to lead independent lives within a modern world, and with the desire to be involved in society.

To foster amongst all pupils an understanding, care and tolerance of all others, within the school's Catholic ethos and in accordance with the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

To collaborate with and promote research into the education and support of children and young people with language-related educational difficulties, and use research to improve educational outcomes for all pupils, and those in other educational settings.

During the year up to the 31st August 2022, the school's governors monitored the implementation of the School Development Plan, realised through a comprehensive process of organisation-wide self-evaluation and development-planning. The plan is informed by the following six targets, approved by the Board of Governors:

- **Curriculum**

To be a centre of excellence in the delivery of a broad academic and social development curriculum, ensuring pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions make the greatest possible progress, are empowered and prepared in the best possible manner for their futures.

- **Extra-Curricular**

To be a centre of excellence in the delivery of developmental opportunities beyond the academic curriculum so that pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions extend their experience, developing social confidence.

- **Pastoral**

To be a centre of excellence in the delivery of pastoral care for pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions, promoting the Safeguarding and wellbeing of all pupils and adults, pupils' positive social development, and the best possible learning environment.

- **Residential**

To be a centre of excellence in the delivery of residential care for pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions, ensuring pupils' Safeguarding and wellbeing, and promoting their personal and social development.

- **Therapy**

To be a centre of excellence in the delivery of Speech and Language Therapy, Occupational Therapy, Literacy intervention and Numeracy intervention for pupils with Specific Learning Difficulties, Developmental Language Disorder and associated conditions so that they make the greatest possible progress and are empowered.

- **Outreach**

To be a centre of excellence in the provision of the highest quality training and support of external organisations, professionals, children and young people relating to Specific Learning Difficulties, Developmental Language Disorder and associated conditions, including collaboration with and participation in research.

Organisational structure

The Board of Governors of More House School comprises the trustees of the charity, who are also the non-executive directors and members of the company. The full board meets at least three times a year, with the Headmaster and Bursar in attendance. Appointments to the Board of Governors are conducted through a process of identifying opportunities for augmenting the complement of skills and experience afforded by the board, and recruiting accordingly. The process is overseen by the board's Nominations Committee, which makes recommendations to the full board for such appointments. All appointments are approved at a meeting of the full Board of Governors. New governors are required to engage in a programme of induction to ensure they understand their duties and responsibilities, the objectives and operations of the school, and the roles of senior managers. It is important that members of the Board of Governors have the capacity both to support the school's executive, and to provide robust professional challenge to promote the best interests of all pupils and of the charity. Ongoing development for governors is supported through training events on and off-site, incorporating in-house and external expertise.

During the 2021-22 academic year, the structure of governors' standing committees was revised, informed by recommendations from the June 2021 external review of governance. Members of the Board of Governors now serve on one or more of the revised governor committees:

- Finance and General Purposes
- Governance and Nominations
- Safeguarding and Welfare
- Teaching, Learning and Therapy

Each committee is chaired by a governor and comprises other governors. Each committee meets regularly according to an agreed programme and, with the exception of the Governance and Nominations Committee, is normally attended by one or more members of the school's most senior executive team, the Core Leadership Group. Committee and board meetings are supported by the newly appointed Assistant Clerk to the Governors who ensures accurate minutes and supports the scheduling and arrangements for meetings.

The governors determine the general policy of the charity and school in accordance with the Memorandum and Articles of Association, and with the adopted strategic development plan. The governors have responsibility for the company's system of internal controls, for evaluating its effectiveness in meeting its aims, and for continuous improvement. They delegate the day to day management of the school to the Headmaster, supported by the Bursar and the Core Leadership Group.

The Core Leadership Group (CLG) comprises the following executive positions:

- Headmaster
- Bursar
- Deputy Head (Curriculum)
- Deputy Head (Head of Boarding) [post ceased to exist with effect from 31.08.22, replaced by Deputy Head (Head of Residential), with effect from 01.09.22]
- Deputy Head (Pastoral)
- Director of Assessment and Therapy

Chaired by the Headmaster, the purpose and operation of the CLG is directed by its Terms of Reference document. The group has lead responsibility for school evaluation, strategic development, validation of decision-making, and professional challenge. During term-time, the Head of Safeguarding attends the first part of weekly CLG meetings to provide a Safeguarding briefing.

The extended Senior Management Team (SMT) comprises the members of the Core Leadership Group as well as the following employee roles:

- Director of Extra-Curricular Education
- Director of Pastoral Care
- Director of Pupil Progress
- Director of Staff Training and Development
- Head of Human Resources
- Head of I.T. Services

- Head of Junior Years
- Head of Safeguarding
- Head of Sixth Form
- Head of the Learning Development Centre

Chaired by the Headmaster, the composition and operations of the extended SMT are described in the school's SMT policy. Each member has responsibility for managing and developing a different aspect of the school's provision, and together the team ensures the day to day management of the school, and supports the CLG in its four primary tasks of school evaluation, strategic development, validation of decision-making, and professional challenge.

Academic teaching departments are each led by a Head of Department, reporting to and supported by the Deputy Head (Curriculum). Each pupil year-group's team of pastoral tutors is led by their respective Head of Year, reporting to and supported by the Deputy Head (Pastoral), who has responsibility for managing pupil behaviour through the school, supported by the Director of Pastoral Care. The residential boarding staff, comprising houseparents, is led by the Deputy Head (Head of Boarding) [this position changed to Deputy Head (Head of Residential with effect from 01.09.22)]. The school's staff of Speech & Language Therapists, Occupational Therapists, and Literacy and Numeracy Tutors is led by the Head of the Learning Development Centre, who reports to and is supported by the Director of Assessment and Therapy. The Deputy Head (Pastoral) leads the school's pastoral therapeutic provision, including the Mental Health Lead and other therapeutic counsellors. With effect from the 1st September 2021 the Designated Safeguarding Lead (DSL) role transferred to the new, dedicated Head of Safeguarding, supported by deputy DSLs. The Head of Safeguarding is full-time and oversees the school's safeguarding team. The school's administrative, catering, estates, finance, and information technology network and support functions are overseen by the Bursar.

The pay and remuneration for the key management personnel are set by the governors for the Headmaster and Bursar, and by the governors from recommendations made by the Headmaster and Bursar, in respect of the other members of the Core Leadership Group. Governors use a number of criteria in their decision-making, such as nature of role and responsibilities, sector salaries as indicated by various benchmark and other market reports, cost of living increases and trends in pay.

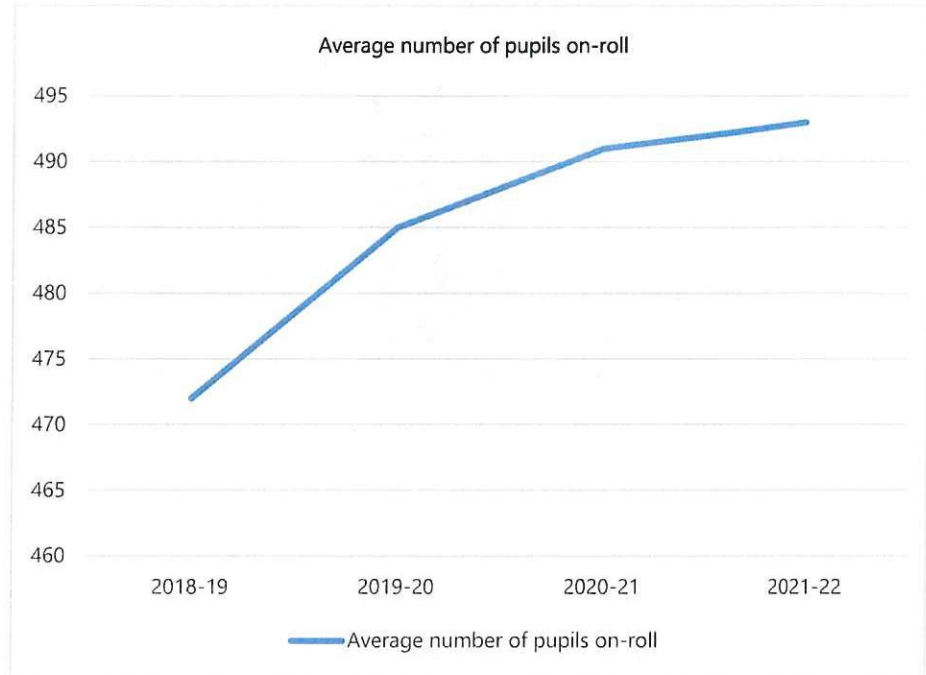
Main aims and achievements

Our primary aims through the 2021-2022 academic year comprised:

- the provision of Outstanding, transformative education for our pupils, all of whom experience challenges associated with Specific Learning Difficulties, Developmental Language Disorders and associated conditions;
- the realisation of exceptional outcomes for More House School pupils;
- ensuring the highest standards of educational and residential provision, recognised by external audit partners;
- the further development of our provision for supporting pupils' and employees' wellbeing, and promoting positive mental health;
- the further development of our teacher-training, staff-development and professionals' training programmes, promoting our integrated and aspirational approach to supporting neuro-diverse learners within mainstream classroom settings;
- the implementation of the second year of our ambitious, three-year I.T. strategy;
- implementing the recommendations arising from the external review of governance conducted in June 2021.

Education and outcomes

The number of children and young people supported by the school's specialist approach and provision again increased for the 2021-22 academic year, with an average of 493 on the pupil roll compared with the previous year's 491 and previously 485 (2019-20). In spite of the disruption caused throughout their final years by the national response to the COVID-19 threat, outcomes for pupils remained excellent, with our senior school pupils and our Sixth Form students celebrating impressive results in their final awards for GCSE, A Level and equivalent qualifications.



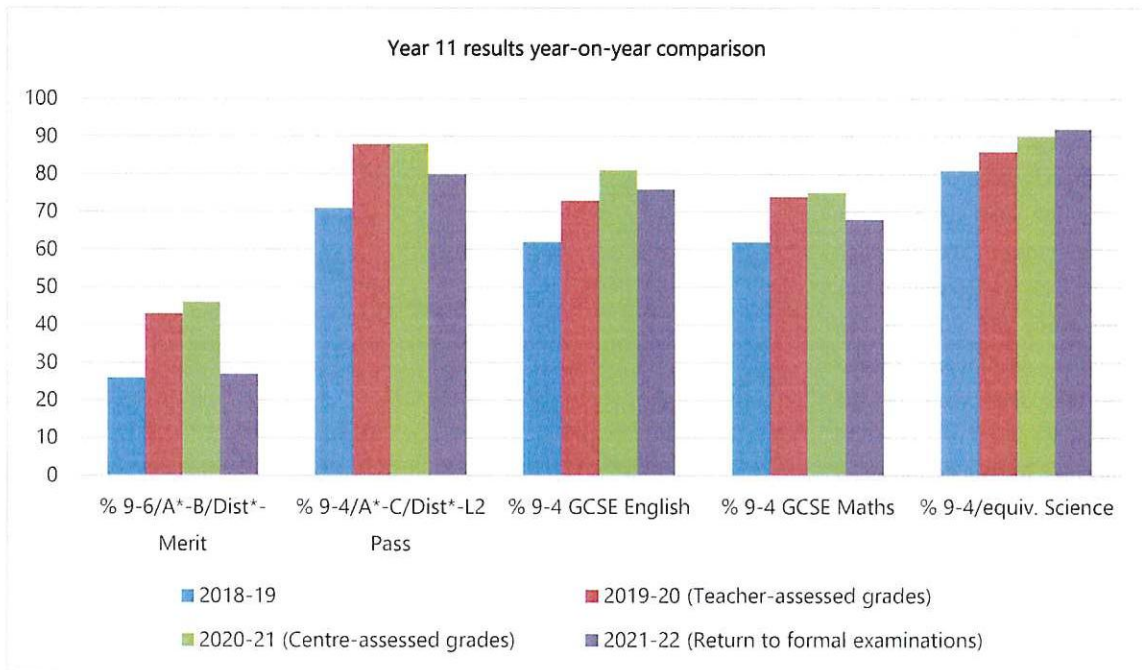
Public exam results

In spite of the disruption and uncertainty during their courses afforded by the COVID-19 pandemic, our senior pupils realised impressive results in their final grades for accredited courses at Level 2 (GCSE and equivalent) and at Level 3 (A Level and equivalent).

Year Eleven results, summer 2022:

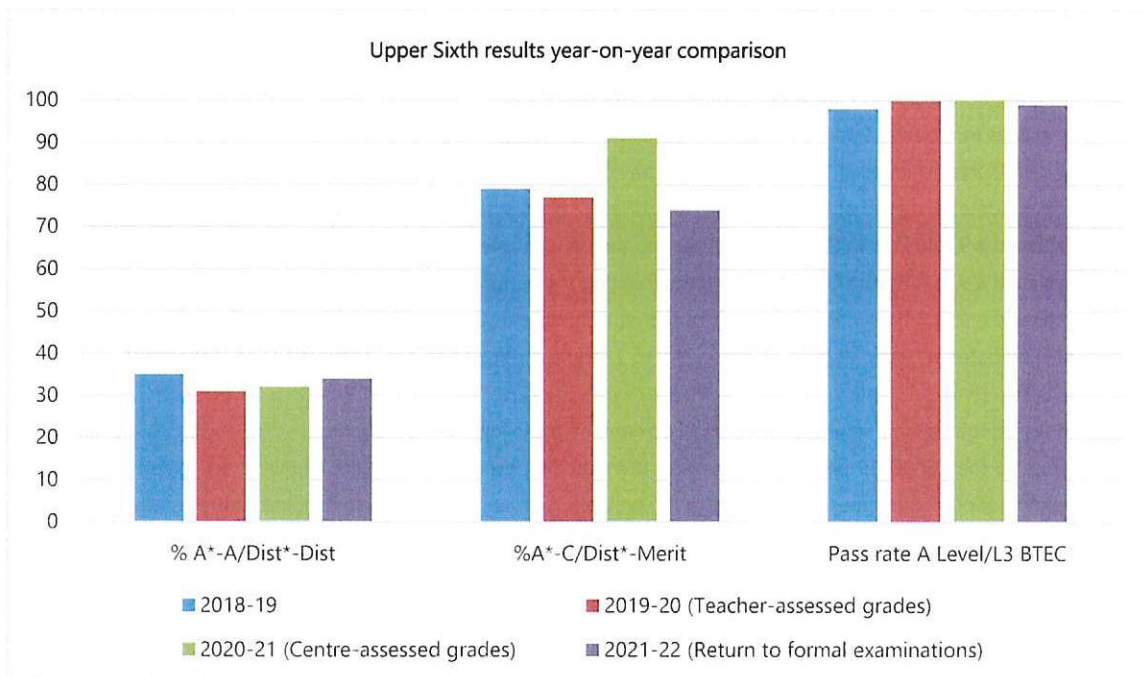
- All candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 60% of candidates held Education, Health and Care plans;
- 80% of grades awarded at 9 to 4 (A* to C, or Distinction* to Level 2 Pass);
- 74% of candidates achieved at least five A* to C equivalent grades;
- 54% of candidates achieved at least five A* to C equivalent grades including GCSE English and GCSE Mathematics;
- 76% achieved a 9 to 4 Pass in GCSE English (beating the national average by 13%);
- 68% achieved a 9 to 4 Pass in GCSE Mathematics (beating the national average by 3%);
- 92% achieved a 9 to 4 Pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.
- 43% of candidates achieved at least on grade at 9 to 7 (equivalent to A* to A, or Distinction* to Distinction).

Summer 2022 witnessed the national return to formal public examinations following a cessation since 2019, owing to the national restrictions imposed in response to the COVID-19 pandemic. This was, then, the first experience of formal public examinations for this cohort, and a different measurement of pupil outcomes compared with the previous two years' teacher-assessed and centre-assessed grades. This makes our pupils' achievements in the 2021-22 academic year even more impressive.



Upper Sixth results

- All candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 56% of the 37 candidates held Education, Health and Care plans;
- 34% of A Level and equivalent Level 3 BTEC grades awarded at A* to A (Distinction* to Distinction);
- 74% of grades awarded at A* to C (Distinction* to Merit);
- 99% Pass rate at GCSE and equivalent Level 3 BTEC combined;
- 100% A* to C in A Level Biology, Mathematics, Music and Photography, and in A Level equivalent Level 3 BTEC Art & Design, and Music.



Leavers' destinations

The Gard'ner Memorial Limited known as More House School

Report and Accounts for the year ended 31st August 2022

Of our Upper Sixth students who completed their studies in summer 2022, 57% progressed directly into Higher Education, 17% to specialist Further Education, 13% into employment, training or apprenticeship and 13% to a gap year prior to onward progression. Of those 57% who progressed to Higher Education:

- 12 are studying for a Business, Humanities or Politics undergraduate degree;
- 5 are taking STEM (Science, Technology, Engineering or Mathematics) or Computing courses;
- 4 are pursuing land-based degree courses;
- 3 are undertaking courses in the Arts, Applied Arts, or the Visual Media sector
- 2 are studying Architecture;
- 2 are undertaking a sports-coaching or sports-management degree.

Progress

All pupils' development of independent living skills is tracked through the annual review system and remains a focus within the school's Learning Development Centre curriculum, especially in Occupational Therapy sessions, and Residential boarding curriculum. Pupils are supported to develop social confidence and social inference, and to lessen potential vulnerabilities. They build competence in managing money and in using public amenities, such as shops and public transport. They are taught to develop independence in preparing food. The independent living skills facility within our senior boarding house, St Anthony's, continued to afford older boarding pupils access to a working, domestic-style kitchen, including domestic facilities for clothes-laundry. Boarders are supported to develop confidence and skills in managing domestic functions in preparation for independent living after school, and they have enjoyed preparing their own breakfasts and evening meals, managing their laundry, and ironing.

External audit

Ofsted

More House School is subject to external quality-assurance processes implemented by the regulator, the Department for Education. The last full inspection of the school's educational provision was in March 2019 where the school underwent an integrated education and residential social care inspection, and was awarded the following judgements:

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Sixth form provision	Outstanding
Overall experiences and progress of children and young people in the boarding provision	Outstanding
Overall effectiveness at previous inspection (2016)	Outstanding

The school normally undergoes an annual Ofsted Social Care inspection of its provision for residential pupils (boarders). Owing to disruption caused by the COVID-19 pandemic, there was no such inspection in 2021, and therefore the inspection which took place in January 2022 was approximately a year overdue. In spite of this, the school's provision was confirmed again as being of the highest possible standards, with the following judgements published in the inspection report:

Overall experiences and progress of children and young people, taking into account:	Outstanding
How well children and young people are helped and protected	Outstanding
The effectiveness of leaders and managers	Outstanding

The report stated:

The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

[Boarders] *"make exceptional progress"*

[Boarders] *"have access to excellent specialist resources"*

[Boarders] *"build friendships with their peers and learn to empathise"*

[Boarders] *"thrive in a safe environment"*

"The residential provision is exceptionally well managed"

"residential staff have a thorough understanding of the learning and mental health needs of the pupils they care for. They are excellent role models for the pupils and are skilled in building positive, nurturing relationships"

"The ethos of the school empowers the residential pupils to focus on their individual talents and capabilities. This approach enables the residential pupils to overcome any previous negative experiences of education"

"A healthy lifestyle is promoted and residential pupils enjoy a good range of high-quality nutritional meals"

[Boarders] *"feel valued and listened to, and this has a positive effect on their self-confidence"*

"excellent practice is indicative of the strong safeguarding culture present throughout the school"

"work undertaken to prepare residential pupils for independence is a strength of this school"

"residential staff have the skills to communicate effectively with the pupils and they have a thorough understanding of the individual needs and vulnerabilities of each residential pupil"

"A strong safeguarding culture has become embedded in practice at this school"

Ofsted 2022

CReSTeD

More House School is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), within their Specialist Provision category. The school's accreditation in this respect is reviewed three-yearly requiring a quality-assurance visit conducted by CReSTeD. Our most recent re-accreditation visit was in February 2020; the outcome was the school's re-accreditation for a further three years. The report of the quality-assurance visit conducted by CReSTeD is published by CReSTeD on their website, and on the school's website, together with the assessor's overall summary comment:

I fully recommend that More House School continues to be registered in the SPS category with CReSTeD. Teaching and learning are very sound and meeting the social and emotional needs of the pupils continues to be a high priority. The extensive mainstream curriculum and support sessions are successfully timetabled for individual needs. Staff are energetic and the pupils were seen to respond well to them. The school was recently judged as 'Outstanding' by Ofsted and it is very evident to see why when visiting. The school aims to continually move forward embracing new ideas to advance the provision for the pupils and SEND work in the wider community. A new 6th Form Centre, 'Crosslanes', was opened last year and houses an LDC drop-in support service for the sixth formers. The school runs conferences and training for local schools to help enhance the provision for SEND pupils beyond its doors. It is a popular day and boarding boys school set in the Surrey countryside with a commitment towards ensuring that the pupils achieve highly and develop as individuals.

CReSTeD, 2020

Teacher-training, staff-development and external professionals'-training

During the 2021-2022 academic year we continued our commitment to developing the skills and efficacy of the school's practitioners and of professionals working with neuro-diverse pupils beyond More House School, through teacher-training programmes, ongoing staff-development, and the training of educational professionals external to More House School.

Teacher-training

During the 2021-2022 academic year, we supported four unqualified teachers in the school through our More House Introduction to Teaching programme, which all completed successfully. We supported two other teachers in the school through their initial teacher-training year, with both being awarded Qualified Teacher Status (QTS).

We guided four qualified members of our teaching staff through the first year of their Early Career Teacher (ECT) induction course, another through the legacy Newly Qualified Teacher (NQT) programme, and a sixth member of the teaching staff through his induction year following his QTLS (Qualified Teacher Learning and Skills) certification. We were supported by the Independent Schools Teacher Induction Panel (ISTIP) who monitor our work in this area to ensure compliance and quality.

The Gard'ner Memorial Limited known as More House School

Report and Accounts for the year ended 31st August 2022

New Staff Induction

The school continued to operate a comprehensive induction and training programme for all new employees, with special focus areas for those whose roles are involved in the delivery of teaching, therapy, classroom or teaching department support, or the residential provision, especially promoting employees' understanding of, and competence in meeting the needs of pupils with Developmental Language weaknesses, Specific Learning Difficulties, and associated conditions. 29 employees embarked on this induction programme through the course of the year ending 31st August 2022.

Accredited CPD courses

Following the previous May's official launch of our More House School Level 3 and Level 4 courses following systematic trials, in the 2021-22 academic year we added a third course to our suite of nationally accredited specialist SEND training programmes: a Level 3 award in Executive Function. The professional-development programmes are designed, published and delivered by More House School, and nationally accredited by the CPD Standards Office:

- Level 3 Award 'Effective SEND Support'
 - 21 More House School employees enrolled on this course during the 2021-22 academic year;

- Level 3 Award 'Executive Function'
 - 3 More House School employees enrolled on this course during the 2021-22 academic year;

- Level 4 'Approaches to SEN in the classroom'
 - 8 More House School employees enrolled on this course during the 2021-22 academic year.

Spotlight Seminar Series

We continued delivery of our Spotlight Seminar presentations, accessible by More House School staff and by external practitioners nationwide.

Lecturing/Training

More House School staff delivered training conferences on the subject of understanding SEND and supporting SEND pupils, on behalf of the Independent Schools Association (ISA). We also delivered another webinar for the Southampton University/Wellington College Initial Teacher Training programme.

Other support

The school supported a range of external professionals through the course of the year, including Special Educational Needs and Disabilities Coordinators (SENDCoS) from other schools, through video-calls, visits and telephone-consultations.

The school delivered specialist training to a breadth of educational professionals, focusing on the importance of language and the support of neuro-diverse pupils in mainstream classrooms. More House School continues to take a leading role in organising and delivering the National SEND Conference for the independent schools' sector, in association with the Independent Schools Council (ISC). The autumn 2021 conference was again hosted in central London.

Other achievements

Engagement in community

During the 2021-2022 academic year, More House School pupils continued to engage with elderly care-home residents through the school's pen-pal letter-writing programme, celebrated in the local press. Pupils continued to engage in a wide breadth of charitable fundraising activities, pursuing the school-wide commitment to supporting others in our school, local, national and international community. During the year ending 31st August 2022, pupils' fundraising activities included the annual Whole School Sponsored Walk for Charity, support of the Royal British Legion's Remembrance campaign, a Christmas Jumper day, teacher-gunging, Easter-egg hunts and a joint concert between More House School pupils and pupils from Priors Field School, organised and hosted by More House Sixth Form Music students. In the year, More House pupils raised nearly £14,000 through their endeavours.

Donations from these activities were made by the school's pupils to St Andrew's Parish Church in Farnham, the British Red Cross Ukraine appeal and the Disasters Emergency Committee's Ukraine appeal.

I.T.

The year realised the second year of our three year strategic I.T. development plan. During the year new one-to-one laptops were rolled out to all pupil-facing employees and to all other staff whose work involves significant use of a computer. This was complemented by the installation of new docking stations in every classroom and office-space, enabling staff to display immediately on the screens provided that which they have prepared on their laptop. This has been transformative in supporting staff to transition between home and school, and to move between classrooms or various working areas.

Another achievement during the year was the complete re-cabling of the entire site in readiness for the installation of a new wireless Internet facility, expected in the early part of the 2022-23 academic year.

Self-evaluation and development-planning

In the year to 31st August 2022, the School Development Plan (SDP), adopted by the Board of Governors, guided the work of the Core Leadership Group and extended Senior Management Team in implementing improvements to the school and to its provision for all pupils. Focused on our school-wide vision – To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them – and on our specific aims.

The plan provides strategic development planning in nine major development focus-areas:

- Curriculum development
- Teaching, Learning and Therapy
- COVID-19 recovery
- Pastoral support
- Assessments
- Outreach training
- Information Technology
- Campus and facilities
- Governance and management

The SDP addresses these nine areas within five categories:

- Curriculum, Pastoral and Therapy
- Training and People Development
- I.T. Services
- Facilities
- Leadership, Management and Governance

The school prides itself on a relentless pursuit of improvement and development, informed by a process of continuous self-evaluation, at all levels of the organisation. Thus, the School Development Plan remains under constant review. In the second half of the year, our evaluation was influenced by the interim and eventual final reports published by The Times Education Commission. Evaluation and future planning also recognised the government's published white paper on schools: Opportunity for All; and its green paper and public consultation on Special Educational Needs and Disabilities: Right support, right place, right time. This evaluation by the school's leadership and management was complemented by the governors' strategy day, held on the 11th June 2022, and will continue into the first half of the new 2022-23 academic year, realising a comprehensive revision of the SDP to ensure improvement planning and work is focused on the most important impacts on pupils' experiences, progress and outcomes.

Safeguarding

The start of the year ending 31st August 2022, witnessed the commencement of the school's newly appointed Head of Safeguarding. This new role replaced the part-time responsibility of Designated Safeguarding Lead which had previously been one part of a wider portfolio of responsibilities held by one of the school's deputy headteachers. The commitment of the school's governors and leadership to dedicating

a full-time Head of Safeguarding to this responsibility has strengthened further the school's arrangements for safeguarding, already judged to be Outstanding in successive Ofsted inspections.

This appointment coincided with the full launch of the school's new online platform for managing safeguarding reporting and record-keeping, which has helped to lower the thresholds for reporting concerns, and supported senior staff and governors to identify and monitor patterns in data, informing strategic intervention. The course of the 2022-23 academic year demonstrated the positive impact of these new arrangements.

Capital projects

Although the planning application for the new all-weather sports pitch, pavilion, new vehicle-entrance, and roadway, to be located in the south-eastern part of the campus was submitted to Waverley Borough Council, there has been little progress on this project during the 2021-22 academic year, primarily owing to significant delays at the council's planning department. At the close of the year, there was still no confirmation on when a decision on the application is likely to be made. The governors continue to pursue this project with the aim of realising greatly improved sports facilities for pupils, and for the local community and local youth clubs. It will also reduce the congestion of traffic at key times of the day and improve the safety of pedestrians on the campus.

In contrast, a planning application submitted during the 2021-22 year received consent extremely quickly. This project concerns the northern end of the campus, and the buildings currently known as St Matthew's and the Coach House. These areas currently comprise the school's medical surgery, catering office and a small welfare facility for catering staff, and also two science teaching spaces and storage rooms housed in wooden structures. The consent permits the demolition of the current St Matthew's and Coach House buildings and the construction of three purpose-built Science laboratories and prep. room facility in a single-storey building adjacent to Moons Hill, and the construction of a two-storey medical building to house an expanded medical surgery and therapeutic counselling rooms on the ground-floor, with welfare and office facilities for the Catering and Estates teams above. Work is expected to commence in July 2023, with completion by September 2024.

Governance

Following the external review of governance commissioned by the Board of Governors in June 2021 and conducted by AGBIS (Association of Governing Bodies of Independent Schools), the year ending 31st August 2022 enabled the implementation of recommendations from that report. This process reflects the governors' and school-wide commitment to continuous evaluation and improvement planning.

Developments to governance during the year included the recruitment of additional governors in order to increase the number on the board. New governors follow an induction programme, governance and safeguarding training, as well as ongoing relevant training throughout their terms of office, as do all governors. This recognises the expectations on governors and associated workloads, seeking to spread such work in order to make effective and ambitious governance of More House School sustainable in the longer-term. The appointment of a new post – that of Assistant Clerk to the Governors – has provided governor committees with administrative support, enabling more strategic timetabling of meetings, and improving the quality of minute-taking. The arrangement and spans of responsibility of the governors' standing committees was revised, resulting in the following standing committees:

- Finance and General Purposes
- Governance and Nominations
- Safeguarding and Welfare
- Teaching, Learning and Therapy

School and Community

More House School continued to provide an essential resource to the local and wider community. The School confirms that it has had regard to the Charity Commission's guidance on Public Benefit. Through the year ended 31st August 2022 more than 496 pupils were educated by the school. Those pupils came from a wide breadth of social backgrounds and from a wide geographical area. Approximately 60% of the parents made no financial contribution to their sons' educations since those placements were funded by local authorities – more than thirty separate local authorities. The school afforded discounts to local authorities funding places in the school dependent on the total number of pupils funded by each authority. Nearly half of pupils in the school were funded privately, and approximately a fifth of pupils received Bursaries. Sixth Form students are provided Bursaries relevant to the time spent in the school prior to entering the Sixth Form, and this support is afforded to privately funding families and to local authorities alike.

Although most of the school's income was from public money, through fees associated with placements of pupils who are the subject of Education, Health and Care plans, the school was able to support a small number of families experiencing financial hardship, through the provision of exceptional Bursaries or deferment of payment schemes, according to the school's means-testing process, and funded by income not derived from local authority payments. Further, the school provided I.T. equipment to families requiring such support in order for their sons to be able to access effectively remote-learning activities.

During the 2021-2022 academic year, the school continued to support other educational professionals and their students far beyond the school's gates, through the provision of free-of-charge, specialist SEND training. This was delivered through the well-established Spotlight Training seminar series. The school continued to deliver its Level 3 and Level 4 professional development courses, accredited by the CPD Standards Office (part of the Professional Development Consortium). A further Level 3 course, focused on Executive Function, was added to the offer. The courses are provided to More House School employees free-of-charge, and to non-More House School professionals at cost. We also continued to provide informal consultancy and advice for many individual teachers, other educational professionals, parents and schools throughout the year. We contributed our expertise within the delivery of a university-led initial teacher training programme.

Additionally, More House School supports a variety of other schools and charitable trusts by sharing expertise directly through serving on committees and boards. These include several state-maintained and non-maintained school governorships and independent school governorships, serving on the CReSTeD pre-registration committee, serving on the Independent Schools Council Advisory Group – SEND (Special Educational Needs and Disabilities), serving as a trustee and director of the Independent Schools Association, trusteeship of the Helen Arkell Dyslexia Charity, and Safeguarding Officer for local children's sports clubs, and for the Guildford Diocesan Guild of Church Bell-ringers.

More House School continues to support the development of SEND understanding and best-practice in the independent schools' sector through the delivery of training courses for school professionals and leadership boards across the country on behalf of the Independent Schools' Association, including the training of school Special Educational Needs and Disabilities Coordinators (SENDCos).

More House School has continued to support trainee Speech and Language Therapists from the University of Reading through the provision of professional experience placements. It also provided free consultancy for the Helen Arkell Dyslexia Charity relating to Safeguarding and the relevance of developmental language skills for children and adults with recognised literacy difficulties.

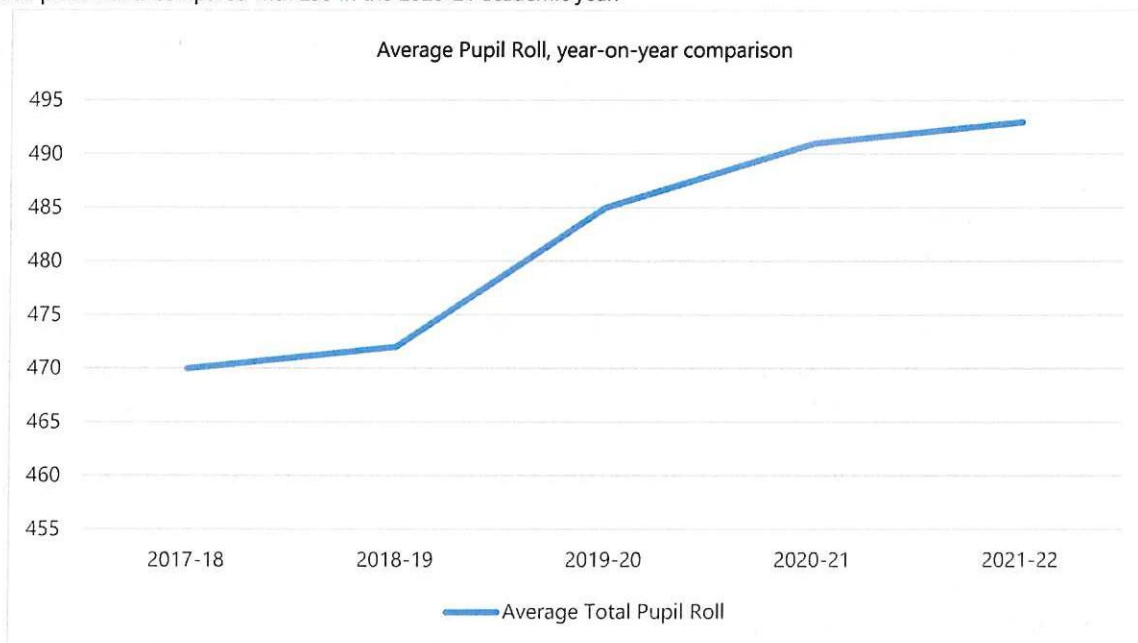
During the year, More House School pupils and staff participated in a multitude of fundraising activities on behalf of other charities and projects. These included the annual Whole School Sponsored Walk for Charity, a Christmas Jumper fundraiser, and a joint concert between More House and Priors Field pupils, organised and hosted by More House students. Over the course of the year, pupils raised nearly £14,000 for local, national, and international charities, including the Disasters Emergency Committee's Ukraine appeal and the British Red Cross Ukraine appeal.

More House School pupils continued to support elderly and vulnerable people within the local area through the Pen Pals letter-writing scheme, coordinated by the school's Learning Development Centre Literacy department staff. Many individual residents of local residential care-homes are now supported through the scheme.

The school has continued to support the local community, and especially youth groups, through the provision of specialist facilities and accommodation free of charge. During the 2021-2022 academic year this included providing free access to sports pitches and training for Churt Juniors Football Club, free use of sporting facilities for regular training for the Hampshire Youth Disability Cricket programme, free use of our Music and Drama facilities for Farnham Music and Drama, free use of school multi-passenger vehicles for local Girl-Guiding, and free use of our Music facilities for Farnham Youth Choir.

Strategic report

The average number of pupils on roll during the year was 493, realising an increase on the previous academic year's average of 491, and continuing an upward trend of previous years. Of those 493 pupils' placements, 311 were funded publicly, by more than thirty different local authorities, for pupils in receipt of an Education, Health and Care Plan. This represented 63% of pupils on roll and was an increase of 16 funded placements compared with 295 in the 2020-21 academic year.



Following the March 2019 integrated education and social care joint inspections by the Office for Standards in Education, commissioned within the normal arrangements by the regulator, the Department for Education, More House began the 2021-22 academic year with the following gradings:

Overall effectiveness

Effectiveness of leadership and management
 Quality of teaching, learning and assessment
 Personal development, behaviour and welfare

Outcomes for pupils

Sixth form provision

Overall experiences and progress of children and young people in the boarding provision

Overall effectiveness at previous inspection (2016)

Outstanding

Outstanding

Outstanding

Outstanding

Outstanding

Outstanding

Outstanding

Outstanding

During the year ending the 31st August 2022, the school underwent an expected Ofsted Social Care inspection of its provision for residential pupils (Boarders), and was awarded the following judgements:

Overall experiences and progress of children and young people, taking into account:	Outstanding
How well children and young people are helped and protected	Outstanding
The effectiveness of leaders and managers	Outstanding.

The school is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), under their Specialist Provision category. The three-yearly quality-assurance visit as part of the re-accreditation process most recently took place in February 2020, resulting in the school's re-accreditation for the coming three years, and realising some extremely encouraging comments from the visiting CReSTeD consultant.

Managing the health and safety arrangements for employees, pupils and visitors to the school site remains a high priority. During the year to 31st August 2022 many actions were implemented in accordance with advice and recommendations provided by our external Health & Safety, Fire and other consultants.

Student outcomes in respect of accredited courses at Level 2 (GCSE and equivalent) and at Level 3 (A Level and equivalent) remained exceptionally strong, and a majority of Sixth Form leavers were supported to transition to university. Others' plans included apprenticeships, other Level 3 studies, and planned gap-years prior to onward progression.

The school continued to implement its ambitious three-year strategic I.T. development plan, the year ending 31st August 2022 forming the second in the three-year plan. This included the provision of one-to-one devices for staff, the provision of docking-stations in classrooms and offices, and the rewiring of the entire campus in readiness for the installation of an upgraded wireless Internet system.

During the year, a new Head of Human Resources was appointed in order to support governors and leaders in strategic planning of human resources.

Recommendations from the external review of governance, commissioned by the Board of Governors in June 2021, were implemented, realising increase in the number of governors on the board, changes to the responsibilities and structures of governors' standing committees, and the appointment of a dedicated Assistant Clerk to the Governors.

A full evaluation of the school's strengths and opportunities for development was commenced by the school's leadership and management, responding to the government's Schools white paper and SEND (Special Educational Needs and Disabilities) Review, and to the interim and final reports published by The Times Education Commission. This evaluation process will realise, in early 2022-23, a revision of the School Development Plan. Such self-evaluation and external evaluation exercises are integral to the school's sustained efficacy and to realising our vision, and reflect our unrelenting pursuit of continuous improvement for the benefit of all pupils' experiences, progress and outcomes.

Future plans

The key areas of focus for strategic management and development planning for the 2022-23 year and beyond comprise:

- delivery of all aspects of the School Development Plan;
- effective, continuous evaluation and strategic-development planning addressing strengths and opportunities;
- development and expansion of teacher-training, ongoing staff-development, and of the school's outreach programme, including provision of training for external (non-More House School) educational professionals;
- delivery of the approved I.T. strategic plan;
- capital development of the site and facilities in accordance with the School Development Plan;
- development of the charity's wider strategy.

School Development Plan

Directed by an adopted, School Development Plan, realised through a process of comprehensive self-evaluation and external evaluation, the governors and leadership are committed to pursuing an ambitious programme of continuous development in all areas to promote excellence in all aspects of the school's provision for pupils and in its outreach activities. The governors identify the operation of continuous,

rigorous and objective self-evaluation and strategic development-planning as an essential element of the school's continued success in realising its ambition as a centre of excellence in all aspects of its work, and as a world leader in the education and support of intelligent pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions, transforming such children's futures by empowering them.

Embedded processes of departmental evaluation and development-planning feed into whole-school arrangements for identifying strengths, weaknesses and opportunities, ensuring effective evaluation. Reflecting this, documentation and processes supporting departmental and individual employee evaluation and development-planning ensure coordination with the school-wide development priorities.

Governance

The development of governance arrangements continues to be a priority, ensuring effective succession-planning for governance and robust provision of support and challenge for senior leaders and the wider staff and school community.

Staff and professionals' training

More House School remains committed to the effective training and continued professional development of its staff. It is intended to continue the school's engagement in initial teacher-training, and to the upskilling of all staff in supporting pupils with Developmental Language weaknesses, Specific Learning Difficulties, including Dyslexia, and associated conditions. We recognise that our pupils are intelligent and capable, providing they are supported to recognise their natural aptitudes, and to harness their strengths. The quality of professionals' practice in all areas, including academic, therapeutic, pastoral, and residential, greatly influences pupils' social and academic outcomes.

The governors are ambitious for the expansion of this provision, recognising the benefit for teachers and pupils far beyond More House School's gates at a time when the physical constraints of the school facilities make continued growth in pupil numbers unfeasible. It is therefore intended to widen access to this training, developing a sustainable format and expanding the offer to include other courses and associated resources. This is an exciting project which the governors recognise as yielding direct benefit to increasing numbers of children and young people, as a greater number of educational professionals improve their understanding, confidence and skill in supporting effectively neuro-diverse learners.

I.T. Strategy

With the adoption in the 2020-21 academic year of a three-year, ambitious I.T. investment strategy, the governors recognise as a priority the implementation of all aspects of that strategic plan, which forms a crucial element of the school's wider Development Plan. This I.T. strategy covers:

- network improvement, including wireless connectivity;
- central systems and servers;
- security;
- communications and telephony;
- printing and reprographics;
- end-user devices;
- I.T. Services support.

Good progress in implementing this plan has been made to date, and the governors remain committed to this investment in the school's future.

Capital development

The nature of the school site requires ongoing commitment to the maintenance and development of the school's fabric and facilities. This ensures the school's resources support effectively the needs of pupils and the school, and address issues of ageing temporary wooden structures erected in the 1990s. The following projects have been approved provisionally, by the Board of Governors:

- re-development of the St Matthew's and Coach House buildings adjacent to Main House, realising improvement to the surgery facilities, and to the teaching and prep.-room facilities for the Science department, and providing facilities for catering and estates employees (planning has been approved - expected completion 2024);
- creation of an all-weather multi-use games pitch (MUGA) using the Crosslanes paddock, addressing the identified lack of sufficient facilities for meeting pupils' physical education and sports development needs, including the provision of a small pavilion

comprising two changing-rooms and space to support the activities of The Friends of More House School, and also including development of a new access roadway improving pedestrians' safety and the management of vehicles (with delays to the planning-process, it is envisaged that this project will take place in 2024-25);

- re-development of the St David's and I.T. Support Services block (expected completion 2027);
- re-development of the Don Bosco Mathematics department block (expected completion 2028);
- replacement of the facilities for swimming and indoor-sports with a new sports centre, providing indoor-swimming facilities, sports-hall and fitness-gym (expected completion 2030).

Strategy

The governors and trustees keep under review the charity's wider strategy in respect of growth, recognising a constant ambition to improve the educational and social experience and outcomes of a wider population of children and young people who experience challenge owing to special educational needs and disabilities (SEND).

Risk

The Governing Body, which recognises its statutory obligations in respect of risk management, works with the Headmaster and Bursar on an on-going basis, to keep the school's activities under review, particularly with regard to any major risks that may arise from time to time, as well as the systems and procedures established to manage them. The Headmaster and Bursar monitor the effectiveness of the system of internal controls and reports to the Governing Body in detail on an annual basis. The Governors believe the major risks identified by this process (fire, accidents & injuries, loss of income, fraud, cyber-attacks) have been mitigated to an acceptable level through the extensive and comprehensive use of risk assessments recorded in a risk register, robust internal control systems, extensive insurance cover, and other appropriate controls.

The imposition from 1st September 2019 of a 43% increase in employers' contributions, and the impending increase in 2024 which will include an adjustment in respect of the McCloud ruling, to the Teachers' Pensions Scheme has highlighted the risk of ever-increasing contributions of indeterminate amount. This has led the Governors to review the risk to the School's ability to fund future development of the school, and therefore the School's membership of the scheme. This review was interrupted by concentration on Covid-19 related issues. The results of this review will be completed in 2022-23.

With an on-going decline in boarding numbers, the viability of offering this facility in its current format is at risk, and therefore risks an adverse effect on pupil numbers and the School's finances.

With many of the School's buildings being of wooden construction, preventative maintenance for all buildings is an essential part of mitigating the risk of major repairs and reconstruction in the future, which could lead to risks to the School's ability to deliver education to the pupils at the same high level. Planned development of the site, including the redevelopment of the St Matthew's complex of building, St David's and the IT Services Support Services block and the Don Bosco Mathematics department will see further mitigation of the risks as these building are replaced. However, commitment to these projects is a risk to the school's having sufficient funds to deliver its primary purpose, the education and well-being of its pupils. This risk is mitigated by forward planning to ensure that reserves remain at the level necessary to fulfil all the school's commitments.

A review of the school's IT facilities has concluded that there is a considerable risk of failure, risking the school's ability to deliver education both on-site and remotely, and maintain its Administrative functions. This risk has been mitigated by the appointment of a professional Head of IT Services and the allocation of funds for the upgrading of the school's IT infrastructure and resources.

A further risk to the school's ability to provide the appropriate level of education and support is the recruitment and retention of suitably qualified staff. Therefore, the levels of remuneration offered by the maintained sector are closely monitored, as is that offered by the NHS Agenda for Change in respect of our Learning Development and Nursing staff.

The political debate surrounding the charitable status of independent schools, and in particular, the imposition of VAT on independent school fees is taking on a higher profile. It appears likely that, if there is a change of government, a Labour administration will enact this change. With 60% of the school's fee income coming from Local Authorities, who will be able to recover their VAT, the risk to the school is

the effect on private parents' ability to fund an additional 20% (current rate of VAT) on the 40% fee income that they represent, which could lead to a fall in privately funded pupil numbers. Governors are closely monitoring this risk and looking at ways to mitigate its impact.

Similarly, this could remove the school's discount on Business Rates. This is also being closely monitored by governors and cost efficiencies to mitigate this increase in costs will be considered.

Finance review

The net income for the year comprised:

	2021-22	2020-21	Variance
Charitable Income	£9,283,072	£8,957,049	£326,023
Investments	£1,649	£408	£1,241
Donations etc.	£15,962	£3,448	£12,514
Total Gross Income	£9,300,683	£8,960,905	£339,778
Raising Funds Expenditure	£83,798	£116,305	£32,507
Charitable Expenditure	£8,746,154	£8,074,180	-£671,974
Total Expenditure	£8,829,952	£8,190,485	-£639,467
Net Income	£470,731	£770,420	-£299,689

With fees discounted in respect of remote learning 10% lower this year than last year, and fee rates increasing by 2%, income was £339,778 higher than last year. Expenditure overall was £639,467 higher than last year, of which just over half (£348,615) was in respect of increased staffing costs, including a 2.75% increase in basic rates and the cost of additional resources. The £290,852 increase in expenditure represents an overall increase in all cost centres.

Investment in Fixed Assets during the year comprised:

Freehold Land & Buildings	Site Development	£20,553
	St Matthews Development	£19,477
	MUGA, Pavilion & Roadway	£45,862
		£85,892
Furniture and Equipment	Drama Lighting	£30,571
	Pews	£4,400
	IT Strategic Project	£479,590
	Grounds Sweeper	£10,320
	Boiler Replacement	£49,380
		£574,261
	Total Additions	£660,153

Funds have been retained in preparation for the Site Development Project scheduled for 2022-23. This exciting project comprises the re-development of the St Matthew's and Coach House buildings adjacent to Main House, realising improvement to the surgery facilities, and to the teaching and prep.-room facilities for the Science department, and providing facilities for catering and estates employees (planning has been approved - expected completion 2024).

Resources

The programme of improvement to buildings was paused this year, since funds were retained for the Site Development Project. Further improvement and refurbishment is contemplated in line with the school's ten-year building development plan and the school's main overall strategic development plan that addresses all aspects of the school's composition. The school's management believes it is well resourced, but resources can go out of date quickly and need renewal regularly. Renewal is very important in the lifecycle of the school and therefore staff undergo regular training, including safeguard training, the curriculum taught at the school undergoes regular review, its technology is updated in order to keep staff and students at the leading edge of innovation and this includes updating to the newest software packages under a licenced Microsoft scheme for schools and other technologies. Boarding accommodation is maintained so as to offer a welcoming, clean and homely feeling to boarders and classrooms are resourced so as to provide an environment conducive to teaching and learning. The Governors believe the school is appropriately resourced.

Fundraising

The School carries out no fundraising activities with the public and consequently has had no complaints in this respect. (Last year there were no fundraising activities with the public)

Investment powers, policy and performance

The income and property of the company whencesoever derived shall be applied solely towards the promotion of the charitable objects of the company as set forth in the Memorandum. To achieve this, the school aims to implement an efficient structured and effective method of working to ensure More House School finances are kept safe and secure so as they can be made readily available to service the growing needs of the school. Investment regarding capital projects are authorised by the Board of Governors in conjunction with recommendations from the Finance & General Purposes Committee. More House School's Financial Policy is for progression of the school to be achieved only as funds allow without the aid of additional borrowing. Here at More House educational needs must always be the driving influence. We are always attentive to the opportunities available that will optimise the teaching our students receive and the learning potential that can be gained. Financial management will show evidence whether sufficient funds can be made available to change a suggested possibility into reality. This policy has proved its worth over the many years that More House School has been growing and adapting itself to the 'futures' environment. Using external funding for the purchase of external assets such as land and housing which could in the future be sold off without detriment to the School is permissible under this policy.

Reserves

The School's policy is to generate and maintain reserves primarily to fund projects aimed at maintaining or improving the fabric and facilities of the school and dependent upon risk to which the organisation may be exposed from time to time. As a School operating 'not for profit' our reserves are kept to the lowest baseline that will ensure its continuance. Therefore, the specific level of reserves that is deemed necessary may change from year to year as determined by the Board of Governors but never less than 1.5 months' total salary costs equivalent to 8% of income. As most staff are on two/three months' notice, it is intended as funds allow to seek to maintain reserves equivalent to 3 months' total salary costs, currently £1,607,000, equivalent to 17% of income. At times, when larger projects are planned or underway this may mean retaining reserves from one year to be used in the subsequent year(s). Reserves must be realistic and it is recognised that they will not be able to cover every risk to the organisation, but can go some way to giving the management of the School time to undertake damage limitation and manage the prevailing conditions. The Governors require reserve funds ordinarily to be kept on deposit and thus to gain bank interest (subject to the prevailing economic environment). Generated funds at the end of each financial year are transferred into School reserves and thereafter controlled under the authorisation of the Governors.

The Governors monitor the reserves of the school by considering the availability of cash compared with the demands of the School's expenditure against the timing of its income. As with other schools our cash flow is affected by the timing of the fees and receipts from parents and LEAs. The school continues to be exposed to the weight of LEAs withholding payments in an attempt to influence/decide upon the setting of our fees as opposed to the school's Trustees and Board of Directors. This continues to be particularly disturbing both

operationally and financially for the school and is therefore causing the Governors to keep greater funds in reserve due to the behaviour of some LEAs each autumn term. At the end of 31 August 2022, the School held reserves of £2,767,431. This level of reserves reflects the school's financial commitment, its preparation for the School Development Project and the contingency of three months' salary costs. The School has also designated the sum of £11,696,650 in a fixed asset fund, which represents the historical investment in the fabric of the estate and is therefore not deemed to be readily available. Restricted reserves for the exception of £9,538 were expended for the purpose for which they were given.

Statement of Governors' responsibilities

The Governors, as directors of the charitable company, are responsible for preparing the Governors' Report and the financial statements in accordance with applicable law and regulations.

Company law requires the directors to prepare financial statements for each financial year. Under that law the directors have elected to prepare the financial statements in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these financial statements, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

So far as each of the directors is aware at the time the report is approved:

- there is no relevant audit information of which the company's auditors are unaware; and
- the directors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

AUDITORS

A resolution proposing the re-appointment of Haysmacintyre LLP as auditors to the company will be put to the annual general meeting.

In approving this Governors' Report, the Governors are also approving the Strategic Report included here in their capacity as Company Directors.

Approved by the Board of Governors at its meeting on 9th March 2023 and signed on its behalf by:



Glenn Handley (Chair of Governors)

**INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF
THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL**

Opinion

We have audited the financial statements of More House School, The Gard'ner Memorial Limited for the year ended 31 August 2022 which comprise the Statement of Financial Activities, Balance Sheet, Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 *The Financial Reporting Standard applicable in the UK and Republic of Ireland* (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2022 and of the charitable company's net movement in funds, including the income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the governors' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the governors have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charitable company's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)

Other information

The governors are responsible for the other information. The other information comprises the information included in the Governors' Annual Report and the Report of the Chair of Governors. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Governors' Annual Report (which incorporates the strategic report and the directors' report).

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept by the charitable company; or
- the charitable company financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of governors' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of governors for the financial statements

As explained more fully in the statement of governors' responsibilities set out on page 20, the governors (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the governors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)

In preparing the financial statements, the governors are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the governors either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliances with laws and regulations related to the regulatory requirements of the Charity Commission and OFSTED, and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Companies Act 2006, Charities Act 2011, Charities SORP (2019) and payroll taxes.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls) and determined that the principal risk was related to the recognition of voluntary income. Audit procedures performed by the engagement team included:

- Enquiries of management regarding correspondence with regulators and tax authorities;
- Review of relevant committee meeting minutes;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Reviewing the controls and procedures of the charity, particularly in relation to the recording of income and processing of payments and payroll, to ensure these were in place throughout the year, including during the Covid-19 remote working period;
- Evaluating management's controls designed to prevent and detect irregularities;
- Reviewing and testing journal entries made in the year, particularly those made as part of the year-end financial reporting process; and
- Challenging assumptions and judgements made by management in their critical accounting estimates which comprise depreciation and bad debts provision.

**INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF
THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)**

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an Auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.



Kathryn Burton (Senior statutory auditor)

for and on behalf of Haysmacintyre LLP, Statutory Auditor

10 Queen Street Place

London

EC4R 1AG

Date: 21 March 2023

STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 AUGUST 2022

	Notes	Unrestricted Funds £	Restricted Funds £	Total 2022 £	Total 2021 £
INCOME FROM:					
Charitable activities:					
- School fees receivable	1	9,087,282	-	9,087,282	8,743,725
- Other school income	2	195,790	-	195,790	213,324
Investments – interest		1,649	-	1,649	408
Voluntary sources:					
- Appeal and other donations		1,088	14,874	15,962	14,586
		<u>9,285,809</u>	<u>14,874</u>	<u>9,300,683</u>	<u>8,972,043</u>
EXPENDITURE ON:					
Raising funds:					
- Fundraising and development		14,195	-	14,195	19,635
- Finance and other costs		69,603	-	69,603	96,670
		<u>83,798</u>	<u>-</u>	<u>83,798</u>	<u>116,305</u>
Charitable Expenditure:					
School operating costs					
- Teaching costs		5,084,393	11,621	5,096,014	4,945,496
- Boarding and catering		1,334,903	-	1,334,903	1,299,222
- Premises		1,305,102	-	1,305,102	1,123,947
- Support and governance costs		1,010,135	-	1,010,135	707,080
Total expenditure	3	<u>8,818,331</u>	<u>11,621</u>	<u>8,829,952</u>	<u>8,192,050</u>
Net Income/net movement in funds		467,478	3,253	470,731	779,993
RECONCILIATION OF FUNDS					
Total funds brought forward		<u>13,996,602</u>	<u>6,285</u>	<u>14,002,887</u>	<u>13,222,894</u>
Total funds carried forward	12	<u>£14,464,080</u>	<u>£9,538</u>	<u>£14,473,618</u>	<u>£14,002,887</u>
		=====	=====	=====	=====

A summary Income and Expenditure account has not been prepared as this information is given above. The results above are in respect of continuing activities.

The notes on pages 32 to 47 form part of these financial statements.

BALANCE SHEET
AS AT 31 AUGUST 2022

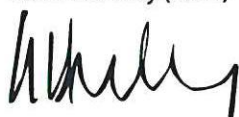
COMPANY NUMBER 523768

	Notes	2022		2021	
		£	£	£	£
FIXED ASSETS	5		13,478,999		13,274,709
CURRENT ASSETS					
Debtors	6	133,475		76,301	
Cash at bank and in hand		3,380,716		3,514,068	
		<u>3,514,191</u>		<u>3,590,369</u>	
CREDITORS: Amounts falling due within one year					
Fees in advance		(315,537)		(572,013)	
Other creditors	7	(471,689)		(583,302)	
		<u>(787,226)</u>		<u>(1,155,315)</u>	
NET CURRENT ASSETS			2,726,965		2,435,054
TOTAL ASSETS LESS CURRENT LIABILITIES			<u>16,205,964</u>		<u>15,709,763</u>
CREDITORS: amounts falling due after more than one year					
	8		(1,732,346)		(1,706,876)
TOTAL NET ASSETS			<u>£14,473,618</u>		<u>£14,002,887</u>
FUNDS:					
UNRESTRICTED FUNDS	12				
– GENERAL			2,767,430		2,551,604
– DESIGNATED			11,696,650		11,444,998
RESTRICTED FUNDS	12		9,538		6,285
TOTAL			<u>£14,473,618</u>		<u>£14,002,887</u>

The financial statements were approved and authorised for issue by the Board of Governors on 9th March, 2023 and were signed below on its behalf by:

Glenn Handley (Chair)

Pam Edworthy (Deputy Chair)




**STATEMENT OF CASH FLOWS
 FOR THE YEAR ENDED 31 AUGUST 2022**

	2022		2021	
	£	£	£	£
Cash flows from operating activities:				
<i>Net cash provided by operating activities (Note 18)</i>		643,568		1,040,084
Cash flows from investing activities:				
Interest from investments	1,649		408	
Interest payable on loans	(72,849)		(70,419)	
Purchase of tangible fixed assets	(660,152)		(400,054)	
Proceeds from sale of tangible fixed assets	1,790		1,174	
<i>Net cash used in investing activities</i>		(729,562)		(468,891)
Cash flows from financing activities:				
Repayment of loan	(47,358)		(121,036)	
<i>Net cash used in financing activities</i>		(47,358)		(121,036)
Change in cash and cash equivalents in the year		(133,352)		450,157
Cash and cash equivalents at the start of the year		3,514,068		3,063,911
Cash and cash equivalents at the end of the year		<u>£3,380,716</u>		<u>£3,514,068</u>

ANALYSIS OF CHANGES IN NET DEBT

	At 1 September 2021 £	Cash flows £	Other non-cash changes £	At 31 August 2022 £
Cash and bank	3,514,068	(133,352)	-	3,380,716
	=====	=====	=====	=====

The notes on pages 32 to 47 form part of these financial statements.

ACCOUNTING POLICIES FOR THE YEAR ENDED 31 AUGUST 2022

a) **Basis of Accounting**

The financial statements have been prepared in accordance with the Statement of Recommended Practice for Charities (SORP 2015) (Second Edition, effective 1 January 2019, the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Gard'ner Memorial Limited More House School meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

b) **Preparation of the accounts on a going concern basis**

Having assessed the school's financial position and plans for the foreseeable future, the risks to which the School is exposed including the ongoing impact of the rising cost of living and inflationary pressures, and the detailed cash projections and budgets to March 2023, the Governors are satisfied it remains appropriate to prepare the accounts on a going concern basis. There are no material uncertainties regarding the School's going concern status.

c) **Critical accounting judgements and key sources of estimation uncertainty**

In the application of the accounting policies, Governors are required to make judgement, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the governors, no assumptions concerning the future or estimation uncertainty affecting assets or liabilities at the balance sheet date are likely to result in a material adjustment to their carrying amounts in the next financial year.

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

d) Income recognition

All income is recognised once the School has entitlement to the income, it is probable that the income will be received and the amount of income can be measured reliably.

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Voluntary incoming resources are accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, donation income is credited to the relevant restricted fund and incoming endowments are accounted for as permanent trust capital or expendable trust capital, according to whether the donor intends retention is to be permanent or not.

Investment income from bank balances and fixed interest securities is accounted for on an accruals basis.

e) Government grants

Government grant income represents the total amount received from the Department of Education under the Coronavirus Recovery Scheme).

f) Expenditure

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the SoFA is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Governance costs comprise the costs of complying with constitutional and statutory requirements. Irrecoverable VAT is included with the item of expenditure to which it relates.

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

g) Fixed Assets

All fixed assets are stated at cost less depreciation. Expenditure on fixed assets is capitalised where the cost (or the value if donated) is in excess of £5,000.

Depreciation is provided to write off the cost of fixed assets, other than freehold land, using the following methods:

Freehold buildings	- 50 years
Furniture and equipment	- 10 years
Computer equipment	- 4 years
Motor vehicles	- 5 years
Leased assets	- Over the life of the lease

h) Hire Purchase and Finance leases

Assets obtained under hire purchase and finance leases are capitalised as tangible fixed assets. These assets are depreciated over the shorter of the lease term and their useful lives. Finance leases are those where substantially all of the benefits and risks of ownership are assumed by the company. Obligations under such agreements are included in creditors net of the finance charges allocated to future periods. The finance element of the rental payment is charged to the Statement of Financial Activities so as to produce a constant periodic rate of charge on the net obligations outstanding in each period.

i) Pensions

Retirement benefits to employees of the School are provided through two pension schemes, one defined benefit and one defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The Teachers' Pension Scheme - this scheme is a multi-employer pension scheme. It is not possible to identify the College's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable.

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Personal Pension Plan - this is a defined contribution group personal pension plan with Prudential or NEST. Employer's pensions costs are charged in the period in which the salaries to which they relate are payable.

j) Funds

The different funds are defined as follows:

Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.

Unrestricted funds are those funds available to the School for its general purposes. It is the policy of the governors to retain in unrestricted funds, amounts which in their judgement, can help to mitigate the short-term effects of income volatility and retain funds to generate sufficient income to meet current and future operational activities of the School.

k) Debtors

Fee and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

l) Cash at bank and in hand

Cash at bank and in hand includes bank accounts, cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

m) Creditors and provisions

Creditors and provisions are recognised where the School has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2022**

1. FEES RECEIVABLE				2022	2021
				£	£
Fees receivable consist of:					
School fees				9,826,827	9,657,235
Less: bursaries, grants and allowances				(739,545)	(913,510)
				<u>£9,087,282</u>	<u>£8,743,725</u>
				=====	=====
2. CHARITABLE ACTIVITIES – OTHER INCOME				2022	2021
				£	£
Extras and other educational income				87,937	58,700
Registration fees/FIL				23,162	22,500
Government grants – job retention scheme				52,670	121,486
Sundry income				32,021	10,638
				<u>£195,790</u>	<u>£213,324</u>
				=====	=====
3. ANALYSIS OF TOTAL EXPENDITURE - 2022				Total	Total
	Staff costs	Other	Depreciation	2022	2021
	£	£	£	£	£
Raising funds:					
Fundraising and development	-	14,195	-	14,195	19,635
Finance costs	-	69,603	-	69,603	96,670
Charitable Activities:					
School operating costs:					
Teaching	4,637,623	458,391	-	5,096,014	4,945,496
Boarding and catering	852,008	482,896	-	1,334,904	1,299,222
Premises	241,352	621,219	442,530	1,305,101	1,123,946
Support and governance	698,257	311,878	-	1,010,135	707,081
	<u>£6,429,240</u>	<u>£1,958,182</u>	<u>£442,530</u>	<u>£8,829,952</u>	<u>£8,192,050</u>
	=====	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2022**

ANALYSIS OF TOTAL EXPENDITURE – 2021

	Staff costs	Other	Depreciation	Total 2021
	£	£	£	£
Raising funds:				
Fundraising and development	-	19,635	-	19,635
Finance costs	-	96,670	-	96,670
Charitable Activities:				
School operating costs:				
Teaching	4,564,809	380,687	-	4,945,496
Boarding and catering	902,589	396,633	-	1,299,222
Premises	156,728	585,167	382,051	1,123,946
Support and governance	456,499	250,582	-	707,081
	<u>£6,080,625</u>	<u>£1,729,374</u>	<u>£382,051</u>	<u>£8,192,050</u>
	=====	=====	=====	=====

Support and governance costs all relate to the direct operating costs of the school and principally comprise the following:

	2022	2021
	£	£
Administrative staff costs	698,257	456,499
Termination settlement	24,771	10,000
Office running costs	52,493	45,152
Professional fees	84,222	43,690
Travel	1,371	714
Other	132,291	132,819
Governance costs	16,730	18,206
	<u>£1,010,135</u>	<u>£707,080</u>
	=====	=====
Expenditure includes:		
Auditors remuneration: Audit	13,200	12,360
Operating lease payments – plant, machinery and minibuses	36,435	35,543
Interest payable on loans	72,849	70,419
Depreciation	442,530	382,051

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2022**

4. STAFF COSTS:	2022	2021
	£	£
Salaries and wages	5,178,017	4,893,150
Social security costs	517,019	478,189
Pension contributions	722,806	699,514
Apprentice Levy	10,827	9,772
Termination Settlement	24,771	10,000
	<u>£6,453,440</u>	<u>£6,090,625</u>
	=====	=====

The average number of employees during the year was made up as follows:

	2022	2021
Teaching	115	118
Other	60	55
	<u>175</u>	<u>173</u>
	=====	=====

The number of staff on a full time equivalent basis was as follows:

Teaching – full-time	72	72
Teaching – part-time	27	27
	<u>99</u>	<u>99</u>
Other – full-time	26	27
Other – part-time	22	16
	<u>48</u>	<u>43</u>
Total full-time equivalent employees	<u>147</u>	<u>142</u>
	=====	=====

No trustee earned any remuneration in either the current or previous financial years. The School paid for seven governors to obtain training and to attend forum meetings amounting to £1,540 Course fees only, no travel (2021 the school paid for one governor to attend training courses amounting to £4,266). There were no reimbursed expenses to trustees in the year.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

The company is a registered charity and therefore not liable to taxation on its charitable income or capital gains. During the year there were three higher paid employees earning between £60,000-£70,000; one between £80,000 - £90,000; and one between £110,000-£120,000 (2021: one between £90,000-£100,000 and one between £150,000-£160,000). The school made employer's pension contributions of £62,506 (2021: £71,365) on behalf of the higher paid employees.

Staff benefits paid to key management personnel amounted to £ 587,599 (2021 - £614,974).

5. FIXED ASSETS	Freehold Land	Freehold Buildings	Furniture & Equipment	Motor Vehicles	Total
	£	£	£	£	£
COST					
As at 1 September 2021	1,321,036	15,140,088	1,299,465	63,052	17,823,641
Additions	-	85,892	574,261	-	660,153
Disposals	-	-	455,464	14,000	469,464
	<u>1,321,036</u>	<u>15,225,980</u>	<u>1,418,262</u>	<u>49,052</u>	<u>18,014,330</u>
DEPRECIATION					
As at 1 September 2021	-	3,554,976	934,720	59,240	4,548,936
Charge for year	-	304,945	150,430	486	455,861
Disposals	-	-	455,464	14,000	469,464
	<u>-</u>	<u>3,859,921</u>	<u>629,684</u>	<u>45,726</u>	<u>4,535,331</u>
NET BOOK VALUE					
At 31 August 2022	£1,321,036	£11,366,059	£788,578	£3,326	£13,478,999
	=====	=====	=====	=====	=====
At 31 August 2021	£1,321,036	£11,585,112	£364,748	£3,813	£13,274,709
	=====	=====	=====	=====	=====

The net book value of assets held under finance lease and hire purchase agreements at 31 August 2022 was £nil(2021: £13,332). These assets are all operational.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

6. DEBTORS	2022	2021
	£	£
Fee debtors	28,144	23,104
Sundry debtors	36,141	21,698
Prepayments	69,190	31,499
	<u>£133,475</u>	<u>£76,301</u>
	=====	=====
7. OTHER CREDITORS: amounts falling due within one year	2022	2021
	£	£
Trade creditors	113,236	130,451
Social security and other taxes	126,239	118,157
Other creditors	162,556	171,547
Accruals	19,658	26,985
Bank loan (see note 9 below)	50,000	122,830
Obligations under finance leases (see below)	-	13,332
	<u>£471,689</u>	<u>£583,302</u>
	=====	=====
8. CREDITORS: amounts falling due after one year	2022	2021
	£	£
Bank loan (see note 9 below)	1,732,346	1,706,876
Obligations under finance leases	-	-
	<u>£1,732,346</u>	<u>£1,706,876</u>
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

9. BANK LOANS	2022	2021
	£	£
Bank loans are payable as follows:		
Within one year	50,000	122,830
Within one to two years	50,000	127,643
Between two and five years	150,000	593,635
After five years	1,532,346	985,598
	<u>£1,782,346</u>	<u>£1,829,706</u>
	=====	=====

The above loan is was renewed in the year at a rate of 1.75% above base rate This agreement runs until 2027 when it is expected to be renewed.

The loan is secured on the school's freehold property.

10. FINANCE LEASES	2022	2021
	£	£
The total future minimum lease payments were as follows:		
Due within one year	-	13,333
	<u>-</u>	<u>£13,333</u>
	=====	=====

11. MEMBERS GUARANTEE

The Gard'ner Memorial Limited is a company limited by guarantee. There is therefore no share capital. At 31 August 2022 there were nine members of the company, who were also the Governors. Each member guarantees to contribute 5p in the event of the company being wound up.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

12. MOVEMENT IN FUNDS - 2022	Balance at				Balance at
	1 September	Income	Expenditure	Transfers	31 August
	2021	£	£	£	2022
	£	£	£	£	£
Unrestricted					
- General Fund	2,551,599	9,285,809	(8,820,331)	(249,647)	2,767,430
- Designated Fund	11,445,003			251,647	11,696,650
Restricted					
- Appeal Fund	2,000			(2,000)	-
- Facilities Fund	4,285	14,874	(9,621)		9,538
	<u>£14,002,887</u>	<u>£9,300,683</u>	<u>£8,829,952</u>	<u>£-</u>	<u>£14,473,618</u>
	=====	=====	=====	=====	=====

Facilities Fund consists of various donations towards various school facilities. The balance will be spent in 2022/22.

Donations and other income relating to the School Appeal were added to the restricted fund and used to mark the 75th Anniversary of the School by raising funds for a new Library and Media Centre. Any unspent income from the Appeal remains as restricted funds to be used in subsequent years.

The designated fund represents amounts tied up in fixed assets less mortgage loans in respect of those assets.

MOVEMENT IN FUNDS - 2021	Balance at				Balance at
	1 September	Income	Expenditure	Transfers	31 August
	2020	£	£	£	2021
	£	£	£	£	£
Unrestricted	1,901,592	8,966,193	(8,190,485)	(125,701)	2,551,599
- General Fund	11,319,302	-	-	125,701	11,445,003
- Designated Fund					
Restricted	2,000	-	-	-	2,000
- Appeal Fund	-	5,850	(1,565)		4,285
	<u>£13,222,894</u>	<u>£8,972,043</u>	<u>£(8,192,050)</u>	<u>-</u>	<u>£14,002,887</u>
	=====	=====	=====	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

13. ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2022

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,478,998	2,717,427	(1,732,348)	14,464,077
Restricted	-	9,538	-	9,538
	<u>£13,478,998</u>	<u>£2,726,965</u>	<u>£(1,732,348)</u>	<u>£14,473,615</u>
	=====	=====	=====	=====

ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2021

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,274,709	2,428,769	(1,706,876)	13,996,602
Restricted	-	6,285	-	6,285
	<u>£13,274,709</u>	<u>£2,435,054</u>	<u>£(1,706,876)</u>	<u>£14,002,887</u>
	=====	=====	=====	=====

14. CAPITAL COMMITMENTS

	2022 £	2021 £
Commitments for future capital expenditure not provided for in these accounts are:		
Authorised and contracted for	1,754,085	1,754,085
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

15. PENSION COMMITMENTS

Retirement benefits to employees of the School are provided through two pension schemes, one defined benefit and one defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The School participates in the Teachers' Pension Scheme (England and Wales) ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £583,758 (2021: £518,457) and at the year-end £67,862 (2021 - £66,836) was owing in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2016 and the Valuation Report, which was published in March 2021, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2021. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

The 31 March 2016 Valuation Report was prepared in accordance with the benefits set out in the scheme regulations and under the approach specified in the Directions, as they applied at 5 March 2021. However, the assumptions were considered and set by the Department for Education prior to the ruling in the 'McCloud/Sargeant case'. This case has required the courts to consider cases regarding the implementation of the 2015 reforms to Public Service Pensions including the Teachers' Pensions.

On 27 June 2019 the Supreme Court denied the government permission to appeal the Court of Appeal's judgment that transitional provisions introduced to the reformed pension schemes in 2015 gave rise to unlawful age discrimination. The government is respecting the Court's decision and has said it will engage fully with the Employment Tribunal as well as employer and member representatives to agree how the discriminations will be remedied. The government announced on 4 February 2022 that it intends to proceed with a deferred choice underpin under which members will be able to choose either legacy or

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

15. PENSION COMMITMENTS (continued)

reformed scheme benefits in respect of their service during the period between 1 April 2015 and 31 March 2022 at the point they become payable.

The TPS is subject to a cost cap mechanism which was put in place to protect taxpayers against unforeseen changes in scheme costs. The Chief Secretary to the Treasury, having in 2018 announced that there would be a review of this cost cap mechanism, in January 2019 announced a pause to the cost cap mechanism following the Court of Appeal's ruling in the McCloud/Sargeant case and until there is certainty about the value of pensions to employees from April 2015 onwards. The pause was lifted in July 2021, and a consultation was launched on 24 June on proposed changes to the cost control mechanism following a review by the Government Actuary. The consultation closed to response on 19 August 2022 and the Government is currently analysing the responses.

In view of the above rulings and decisions the assumptions used in the 31 March 2016 Actuarial Valuation may become inappropriate. In this scenario, a valuation prepared in accordance with revised benefits and suitably revised assumptions would yield different results than those contained in the Actuarial Valuation. Until the consultation and the cost cap mechanism review are completed it is not possible to conclude on any financial impact or future changes to the contribution rates of the TPS. Accordingly, no provision for any additional past benefit pension costs is included in these financial statements.

Other staff are enrolled into the School's defined contribution scheme to which the School contributes 6% of gross salary. There were contributions of £14,533 (2021 - £14,093) outstanding at the year-end.

16. OPERATING LEASE COMMITMENTS

	2022	2021
	£	£

At the year-end the school had future minimum lease payments under non-cancellable operating leases as follows:

Within 1 year	36,867	38,609
Between 2 – 5 years	77,477	111,800
	114,344	£150,409
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

17. RELATED PARTY TRANSACTIONS

One Related Party Transaction took place in 2021-22. Goods to the value of £1,637 were purchased from Robert Hammond, husband of Ruth Hammond who is a member of the charity's Core Leadership Group. At the year-end £175 was owed to Robert Hammond.

There were no other related party transactions in either the current or prior year.

18. RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES

	2022	2021
	£	£
Net income for the reporting period (as per the statement of financial activities)	470,731	779,993
Depreciation	442,530	395,389
Profit on disposal of fixed assets	(1,790)	(1,174)
Interest receivable	(1,649)	(408)
Interest payable	72,849	70,419
(Increase) in debtors	(57,177)	(151)
(Decrease) in creditors	(281,926)	(203,984)
	<hr/>	<hr/>
Net cash provided by operating activities	643,568	£1,040,084
	=====	=====

19. CONTROL

The school is controlled by the Board of Governors as disclosed in the Reference and Administrative Information on page 1.

20. SUBSIDIARY COMPANIES

The More House Foundation is a connected entity that is headed up by Mr Barry Huggett OBE, the former Headmaster of More House School. B Huggett has overall control of the Foundation which operates separately to the School, although promoting the services of the School but offering in its own capacity educational consultancy services. These services are delivered by B Huggett and others with specialist knowledge from their working experiences and qualifications. Separate accounts are collated by the Foundation.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2022

21. STATEMENT OF FINANCIAL ACTIVITIES - 2021

	Unrestricted Funds £	Restricted Funds £	Total 2021 £
INCOME FROM:			
Charitable activities:			
- School fees receivable	8,743,725	-	8,743,725
- Other school income	213,324	-	213,324
Investments – interest	408	-	408
Voluntary sources:			
- Appeal and other donations	8,736	5,850	14,586
	8,966,193	5,850	8,972,043
EXPENDITURE ON:			
Raising funds:			
- Fundraising and development	19,635	-	19,635
- Finance and other costs	96,670	-	96,670
	116,305	-	116,305
Charitable Expenditure:			
School operating costs			
- Teaching costs	4,943,931	1,565	4,945,496
- Boarding and catering	1,299,222	-	1,299,222
- Premises	1,123,947	-	1,123,947
- Support and governance costs	707,080	-	707,080
	8,190,485	1,565	8,192,050
Total expenditure			
	775,708	4,285	779,993
Net Income/net movement in funds			
	13,220,894	2,000	13,222,894
RECONCILIATION OF FUNDS			
Total funds brought forward			
	13,220,894	2,000	13,222,894
Total funds carried forward	<u>£13,996,602</u>	<u>£6,285</u>	<u>£14,002,887</u>

**DETAILED ANALYSIS OF INCOME
 FOR THE YEAR ENDED 31 AUGUST 2022 UNAUDITED**

	2022	2021
	£	£
FEES RECEIVABLE		
Gross fees	9,826,827	9,657,235
Less bursaries, grants and allowances	(739,545)	(913,510)
	<u>9,087,282</u>	<u>8,743,725</u>
Extras receivable and other educational income	87,937	58,700
	<u>9,175,219</u>	<u>8,802,425</u>
BANK AND OTHER INTEREST	1,649	408
	<u>9,176,868</u>	<u>8,802,833</u>
DONATIONS	1,088	14,586
OTHER INCOME		
Registration fees	23,162	22,500
Other school income	84,691	132,124
	<u>107,853</u>	<u>154,624</u>
TOTAL OPERATING INCOME	9,285,809	8,972,043
TOTAL RESTRICTED INCOME	14,874	-
TOTAL INCOME	<u>9,300,683</u>	<u>8,972,043</u>
	=====	=====

**DETAILED ANALYSIS OF EXPENDITURE
 FOR THE YEAR ENDED 31 AUGUST 2022**

CHARITABLE EXPENDITURE	2022	2021
	£	£
TEACHING COSTS		
Teaching staff salaries	4,637,623	4,564,809
Cost of extras	95,428	66,539
Courses	43,846	46,590
Teaching materials	319,117	267,558
	<u>5,096,014</u>	<u>4,945,496</u>
BOARDING AND CATERING		
Catering staff salaries	215,891	188,841
Catering costs	447,276	359,461
Cleaning staff salaries	241,111	282,916
Cleaning costs	26,543	29,968
Laundry – staff salaries	22,035	21,544
Laundry – other	9,144	7,204
Care staff salaries	372,903	409,288
	<u>1,334,903</u>	<u>1,299,222</u>
PREMISES		
Insurance	50,763	47,836
Rates and water	37,440	43,811
Light and heat	163,402	154,769
Maintenance staff salaries	241,352	156,728
Garden and grounds	96,799	35,631
Repairs and maintenance	246,353	274,778
Trade refuse	26,463	28,343
Depreciation	442,530	382,051
	<u>1,305,102</u>	<u>1,123,947</u>

**DETAILED ANALYSIS OF EXPENDITURE ACCOUNT
 FOR THE YEAR ENDED 31 AUGUST 2022**

	2022	2021
	£	£
OTHER SUPPORT COSTS		
Staff salaries	698,256	456,499
Staff recruitment	12,805	23,385
Staff travel	1,371	714
Printing, postage and stationery	14,251	9,334
Telephone	38,241	35,818
Motor	41,401	30,033
Sundry costs	51,600	59,086
Subscriptions and donations	24,223	16,188
H M Discretionary	2,265	4,127
Professional and other costs	84,222	43,690
Termination settlements	24,770	10,000
	<u>993,405</u>	<u>688,874</u>
GOVERNANCE COSTS		
Audit and accountancy (inc £4,286 Gov costs)	15,270	18,206
Governor expenses	1,460	4,286
	<u>16,730</u>	<u>18,206</u>
PUBLICITY AND FUNDRAISING		
Promotion	14,195	19,635
FINANCE COSTS		
Bank charges and interest payable	8,162	9,383
Hire purchase charges (is actually all loan & mort interest)	72,849	70,419
Bad debts	(11,408)	16,868
	<u>69,603</u>	<u>96,670</u>
TOTAL EXPENDITURE	8,829,952	8,192,050

The Gard'ner Memorial Limited known as More House School
Report and Accounts for the year ended 31st August 2022

TOTAL INCOME	9,300,683	8,972,043
	<hr/>	<hr/>
SURPLUS FOR YEAR	470,731	£779,993
	<hr/> <hr/>	<hr/> <hr/>

GARD'NER MEMORIAL LIMITED

England & Wales - Charity number 311872

Accounts



The Gard'ner Memorial Ltd
(A company limited by guarantee)
Trading as More House School

Governors' Report and Financial Statements
For year ending 31st August 2021

Registered Charity number. 311872
Registered Company number. 523768



Reference and Administrative Information

Registered charity number 311872
Registered company number 523768

Governing document The charity is controlled by its governing documents, comprising its Memorandum and Articles of Association, and constitutes a limited company, limited by guarantee, as defined by the Companies Act 2006.

Governors (Directors)

<p><u>Membership of Sub-Committees</u> *1 – Finance & Leadership *2 – Teaching, Learning & Assessment *3 – Welfare, including Safeguarding & Behaviour *4 – Nominations</p>

Mr Sean Collins MA (Cantab.) FCA (Chair) *1 [Retired from the board 31.08.2021]
 Mr John Stares BSc (Hons) (Deputy Chair) (resigned 31.12.21) *1,*4
 Mrs Suzie Brand *3 *4
 Mrs Pamela Edworthy BSc (Hons) PGDip PGCE *2,*4
 Mr Robert Forster MSc BSc
 Ms Lindsay Gowland MA (Ed.) ACIS *3
 Mr Glenn Handley MBA (appointed 1.09.2021) (Chair from 1.09.2021)*1
 Mr Gary Hay BA (Hons) *1, *3
 Fr Patrick Sherlock SDB BSc BA QTS *2
 Mr Graham Spawforth MA Med PGCE *2 [Appointed 17.06.2021]

Registered office More House School, Moons Hill, Frensham, Farnham, Surrey, GU10 3AP
Website www.morehouseschool.co.uk
Auditors Haysmacintyre LLP
Bankers Allied Irish, HSBC
Solicitors GBH Law

Key Executives Mr Jonathan Hetherington BA (Hons) MSc (Ed.) QTS, Headmaster
 Mr Stephen Johnson FFA FFTA, Bursar

Report of the Chair of Governors

The impact of the continued COVID-10 pandemic realised continued challenge to the charity and school during the year to the 31st August 2021, but enabled the organisation to demonstrate again its resilience, creativity in overcoming difficulties, and to highlight the remarkable dedication of all in the school community. In spite of the disruptions resulting from the COVID-19 pandemic and the country's national response, More House School's founding vision, of compassion and aspiration for disadvantaged learners, continued to be realised in all aspects of the school's activities, yielding a very successful year, transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorders and associated conditions, by empowering them.

Outcomes for pupils of More House School remain a key indicator of the efficacy of the charity's activities and provision. All of our pupils must overcome the barriers posed by Developmental Language Disorders, Specific Learning Difficulties such as Dyslexia and Developmental Coordination Disorder, or associated conditions, and a majority are the subjects of Education, Health and Care plans. Nevertheless, our students' results in their A Level, GCSE and equivalent courses were, again, inspiring to younger boys.

For our Upper Sixth leavers, 32% of A Level and equivalent Level 3 BTEC grades were awarded at the highest A* and A, or Distinction* and Distinction grades, and the cohort achieved a 91% A* to C and Distinction* to Merit award rate – a significant increase on the previous year. Our Upper Sixth chalked-up a 100% pass-rate in their Level 3 (A Level and equivalent) qualifications.

The Year Eleven GCSE and equivalent results were equally exciting, with 88% of grades awarded to our 72 candidates being 9 to 4, or the Level 2 BTEC equivalent of Distinction* to L2 Pass. Our pupils beat the national averages for good passes in GCSE English by 13 percentage points (achieving 73%) and in GCSE Mathematics by 7 percentage points (achieving 74%), and 71% of our Year Elevens achieved at least five 9 to 4 grades (or the BTEC equivalent) including GCSE English and Mathematics – again, a significant increase on the previous year. 90% achieved a 9 to 4 good pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.

These results are, of course, empowering to our pupils, and support them to realise their true potential, bolstering their self-belief. However, it is the complementary work on developing pupils' social language skills, inferential understanding, independent living skills and mental wellbeing that constructs a sustainable and sure footing on which they may plan their futures.

The school continued to be recognised as fully compliant, and Outstanding in all Ofsted judgement areas, following the March 2019 integrated Education and Social Care inspection, and the most recent January 2020 Ofsted Social Care inspection.

The impact of the COVID-19 pandemic, resulting in the second national lockdown and closure of schools in January 2021, had a direct and significant impact on school operations. From the 6th January 2021, More House School transferred its educational, pastoral and therapeutic provisions online as the majority of pupils again became subject to the government's ban on school attendance. The immediacy and efficacy of the school's response to this situation was impressive, and drew on careful preparations and foundations laid down in the weeks and months preceding the announcement. As with the first lockdown in March 2020, the adaptation to online education was smooth and ensured continuity in the delivery of curriculum, therapy and pastoral support for pupils.

At the same time, the school remained open for vulnerable pupils and the children of critical workers. The dedication and professional commitment of the school's staff was impressive and demonstrated yet again, the highest priority given to meeting our pupils' needs.

This year's Founder's Day ceremony, marking the conclusion of the academic year and celebrating our pupils' achievements, was a hybrid event whereby pupils and the staff attended the ceremony in person, and parents viewed the ceremony through a live video-stream. Unlike last year's entirely virtual event, in July 2021 speeches were delivered live and in person. As usual, the event saw the awarding of prizes, trophies and certificates, supporting all pupils to recognise their achievements and progress, promoting their self-esteem and sense of self-belief. The Headmaster presented his report on the year, the retiring pupil officers gave their valedictory addresses, and their successors were appointed. The sense of the whole school community coming together, despite pupils' family-members joining virtually, was powerful.

Last year's disruptions, in spring and summer 2020, included dramatic change to the arrangements for awarding final grades to Upper Sixth and Year Eleven pupils reaching the conclusion of their accredited courses. In 2021, exceptional arrangements were again announced by the government, this time focused on realising Teacher Assessed Grades (TAGs) as opposed to summer 2020's Centre Assessed Grades (CAGs). In order to do so, the school's teaching and curriculum staff worked tirelessly to design and implement a robust process for

collecting evidence and moderating assessments. This imposed a significant increase in workload for academic staff. As in the previous year, More House School's staff rose to these challenges, ensuring the protection of each pupil's interests within a fair framework able to meet all expectations of internal and external scrutiny. This success was realised through our students' strong results in their final awards for their accredited courses, demonstrating improvement across the school on last year's statistics.

In recognition of the change to experience forced upon us by the January 2021 lockdown and ban on school attendance, and through careful planning and ongoing management, supported by the UK Government's Coronavirus Jobs Retention scheme, the school was able to afford parents funding places through private means discounts on the Trinity (summer) term's fees, influenced by cost-savings and recognition of the financial uncertainties faced by many families. Previous instruction by Her Majesty's Government provided that fees funded by local authorities should not be subject to discount since funding to local government remained secure.

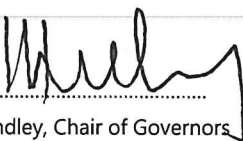
The school's careful management of the COVID-19 response through this second year of the pandemic ensured the financial security of the charity and school at the close of the accounting year. Carefully considered adaptations to the school's comprehensive pupil-admissions processes, tested during the first lockdown period from March 2020, enabled prospective pupils to continue to be assessed during the second lockdown period in early 2021 in terms of their need and the suitability of the school's provision for them, and ensured a very strong pupil roll for the start of the 2021-22 academic year, continuing the steady growth in numbers witnessed over an extended period of years.

It is exciting that in August we submitted to Waverley Borough Council our planning application for the construction of an all-weather surface Multi Use Games Area large enough to accommodate an under-16s' football pitch, a new sports pavilion comprising two separate changing rooms, lavatories and hospitality space, and a new site vehicle entrance and roadway. It is our expectation to commence and complete construction during the 2021-22 academic year.

Following the appointment of a new Head of I.T. Services, who joined the school's management team in September 2020, a new I.T. strategy was approved by the Board of Governors, with implementation over a three-year period, which commenced in the second quarter of 2021.

There remains throughout our school community, an enduring and cherished sense of the school's mission in supporting children and young people who are disadvantaged by the mainstream education system and by lack of understanding and confidence in many classrooms, in order to transform their future prospects. The charity's commitment to improving that understanding and confidence in educational professionals, locally and nationally, so that intelligent, neuro-diverse children far beyond the school's gates benefit, remains strong. It is evident in the breadth of training activities undertaken by the school during the year to the 31st August 2021, in spite of COVID-19 challenges, and in its plans for the future.

Signature:


.....
G. Handley, Chair of Governors

Date:

10/03/2021

Report of the Governors

The governors of the Gard'ner Memorial Limited, who are also the charity's directors for the purposes of the Companies Act 2006 and charity's trustees for the purposes of Charity Law, are pleased to present their annual report, together with the financial statements of the charity for the year ended 31st August 2021. The governors' report has also been prepared to meet the requirements for a directors' report for Companies Act purposes.

Objectives and activities

The objects of the charity are:

The advancement of education including, but not limited to, running the More House School, Frensham, and educating children, particularly those with learning difficulties, but also disseminating best practice in techniques of teaching and learning through training, consultation, assessment, research and related activities, both in the UK and internationally, so continuing the tradition of the late Reginald Joseph Gard'ner for the public benefit.

Too many children are failed by the mainstream education system, where common methods of teaching and support in the classroom fail to uncover the true cognitive potential of children who experience weaknesses in their literacy and developmental language skills, and those affected by associated difficulties including Developmental Coordination Disorder and attention deficit conditions. Such children may be intellectually very capable but are left believing themselves not clever, disadvantaged by an education system which focuses the primary means of assessing ability on their areas of skill-weakness, and leaving their strengths unrecognised. Too many children assess themselves as failures amongst their peers, and the threat to mental health and wellbeing is too frequently explicit.

And yet such children offer huge value for the future of our society and world. Many companies now recognise immense value in recruiting neuro-diverse teams. Our pupils have a great part to play in the future of our country, in all areas of education, industry and business. With the right educational approach at the right point in their lives, children and young people with specific learning difficulties, developmental language delay and associated conditions, can be enabled to see their strengths and their future. Once they are taught to believe in themselves, they can grow the courage to tackle the challenges in their educational paths and realise their true intelligence. With an appropriate educational environment, they can achieve success at GCSE and A Level, and pursue further and higher education and training, leading to promising careers and contributing to our society. Such a pathway is essential in order for such young people to become truly independent, supporting the state and society through maintaining strong mental and physical health, participating in worthwhile employment and paying tax, rather than failing to realise such outcomes, necessitating continuous support from society and the public purse throughout their adult lives.

Our vision, is:

To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorders and associated conditions, by empowering them.

Our specific aims are:

To support the individual needs of each pupil, as individuals, so that each thrives, adapting continuously teaching and support strategies to challenge appropriately pupils' diverse strengths and weaknesses.

To provide all pupils with an environment in which they feel, and are, safe and confident in being themselves, and through which they develop effective skills to promote their mental health and wellbeing.

To foster in all pupils a powerful desire to question and to learn, and to realise high aspirations for their future, in terms of continued education and learning, their professional career, and social relationships.

To provide a transformative learning environment and opportunities for our pupils so that they achieve outstanding academic results, above the national age-related averages, both at level two (GCSE level) and three (Advanced level), despite having Specific Learning Difficulties, Developmental Language Disorders and associated conditions.

To develop our pupils to become confident and resilient young people, with the experience and skills that allow them to lead independent lives within a modern world, and with the desire to be involved in society.

To foster amongst all pupils an understanding, care and tolerance of all others, within the school's Catholic ethos and in accordance with the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

To collaborate with and promote research into the education and support of children and young people with language-related educational difficulties, and use research to improve educational outcomes for all pupils, and those in other educational settings.

During the year up to the 31st August 2021, the school's governors adopted a new School Development Plan, realised through a comprehensive process of organisation-wide self-evaluation and development-planning. This process was focused around the following six targets, which were approved by the Board of Governors:

- **Curriculum**

To be a centre of excellence in the delivery of a broad academic and social development curriculum, ensuring pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions make the greatest possible progress, are empowered and prepared in the best possible manner for their futures.

- **Extra-Curricular**

To be a centre of excellence in the delivery of developmental opportunities beyond the academic curriculum so that pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions extend their experience, developing social confidence.

- **Pastoral**

To be a centre of excellence in the delivery of pastoral care for pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions, promoting the Safeguarding and wellbeing of all pupils and adults, pupils' positive social development, and the best possible learning environment.

- **Residential**

To be a centre of excellence in the delivery of residential care for pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions, ensuring pupils' Safeguarding and wellbeing, and promoting their personal and social development.

- **Therapy**

To be a centre of excellence in the delivery of Speech and Language Therapy, Occupational Therapy, Literacy intervention and Numeracy intervention for pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions so that they make the greatest possible progress and are empowered.

- **Outreach**

To be a centre of excellence in the provision of the highest quality training and support of external organisations, professionals, children and young people relating to Specific Learning Difficulties, Developmental Language Disorders and associated conditions, including collaboration with and participation in research.

Organisational structure

The Board of Governors of More House School comprises the trustees of the charity, who are also the directors and members of the company. The full board meets at least three times a year, with the Headmaster and Bursar in attendance. Appointments to the Board of Governors are conducted through a process of identifying opportunities for augmenting the complement of skills and experience afforded by the board, and recruiting accordingly. The process is overseen by the board's Nominations Committee, which makes recommendations to the full board for such appointments. All appointments are approved at a meeting of the full Board of Governors. New governors are required to engage in a programme of induction to ensure they understand their duties and responsibilities, the objectives and operations of the school, and the roles of senior managers. It is important that members of the Board of Governors have the capacity both to support the school's executive, and to provide robust professional challenge to promote the best interests of all pupils and of the charity. Ongoing development for governors is supported through training events on and off-site, incorporating in-house and external expertise.

Members of the Board of Governors also serve on one or more of the governor committees:

- Finance and Leadership
- Teaching, Learning and Assessment
- Welfare, including Safeguarding and Behaviour
- Nominations

Each committee is chaired by a governor and comprises other governors. Each committee meets regularly according to an agreed programme and, with the exception of the Nominations Committee, is normally attended by one or more members of the school's most senior executive team, the Core Leadership Group.

The governors determine the general policy of the charity and school in accordance with the Memorandum and Articles of Association, and with the adopted strategic development plan. The governors have responsibility for the company's system of internal controls, for evaluating its effectiveness in meeting its aims, and for continuous improvement. They delegate the day to day management of the school to the Headmaster, supported by the Bursar and the Core Leadership Group.

The Core Leadership Group (CLG) comprises the following executive positions:

- Headmaster
- Bursar
- Deputy Head (Curriculum)
- Deputy Head (Head of Boarding)
- Deputy Head (Wellbeing) [this position ceased to exist with effect from 31.08.21, being replaced by the new position of Deputy Head (Pastoral), with effect from 01.09.21]
- Director of Assessment and Therapy
- Assistant Head (Pupils) [this position ceased to exist with effect from 31.08.21, with the appointment of the post-holder to the new position of Deputy Head (Pastoral), and the appointment to the extended Senior Management Team of a new Director of Pupil Progress, with effect from 01.09.21]

Chaired by the headmaster, the purpose and operation of the CLG is directed by its Terms of Reference document. The group has lead responsibility for school evaluation, strategic development, validation of decision-making, and professional challenge.

The extended Senior Management Team (SMT) comprises the members of the Core Leadership Group as well as the following employee roles:

- Head of the Learning Development Centre
- Director of Staff Training and Development
- Director of Extra-Curricular Education
- Director of Personal Development Education
- Director of Pastoral Care (this is a new position, taking effect from 01.09.2020)
- Head of Sixth Form
- Head of Junior Years
- Head of I.T. Services

- Mental Health Lead

[A new Extended SMT post was created, with effect from 01.09.21: Director of Pupil Progress.]

Chaired by the headmaster, the composition, and operations of the extended SMT are described in the school's SMT policy. Each member has responsibility for managing and developing a different aspect of the school's provision, and together the team ensures the day to day management of the school, and supports the CLG in its four primary tasks of school evaluation, strategic development, validation of decision-making, and professional challenge.

Academic teaching departments are each led by a Head of Department, reporting to and supported by the Deputy Head (Curriculum). Each pupil year-group's team of pastoral tutors is led by their respective Head of Year, reporting to and supported by the Deputy Head (Pastoral and Wellbeing) [transferring to the new post of Deputy Head (Pastoral), with effect from 01.09.21], who has responsibility for managing pupil behaviour through the school, supported by the Assistant Head (Pupils). The residential boarding staff, comprising housemasters and housemistresses, is led by the Deputy Head (Head of Boarding). The school's staff of Speech & Language Therapists, Occupational Therapists, and Literacy and Numeracy Tutors is led by the Head of the Learning Development Centre, who reports to and is supported by the Director of Assessment and Therapy. The Deputy Head (Pastoral and Wellbeing) leads the school's pastoral therapeutic provision, including the Mental Health Lead and therapeutic counsellors. The Deputy Head (Pastoral and Wellbeing) is also the Designated Safeguarding Lead [transferring to the new full-time post of Head of Safeguarding, with effect from 01.09.21] and oversees the school's safeguarding team. The school's administrative, catering, estates, finance, and information technology network and support functions are overseen by the Bursar.

The pay and remuneration for the key management personnel are set by the governors for the Headmaster and Bursar, and by the governors from recommendations made by the Headmaster and Bursar, in respect of the other members of the Core Leadership Group. Governors use a number of criteria such as nature of role and responsibilities, sector salaries as indicated by various benchmark and other market reports, cost of living increases and trends in pay.

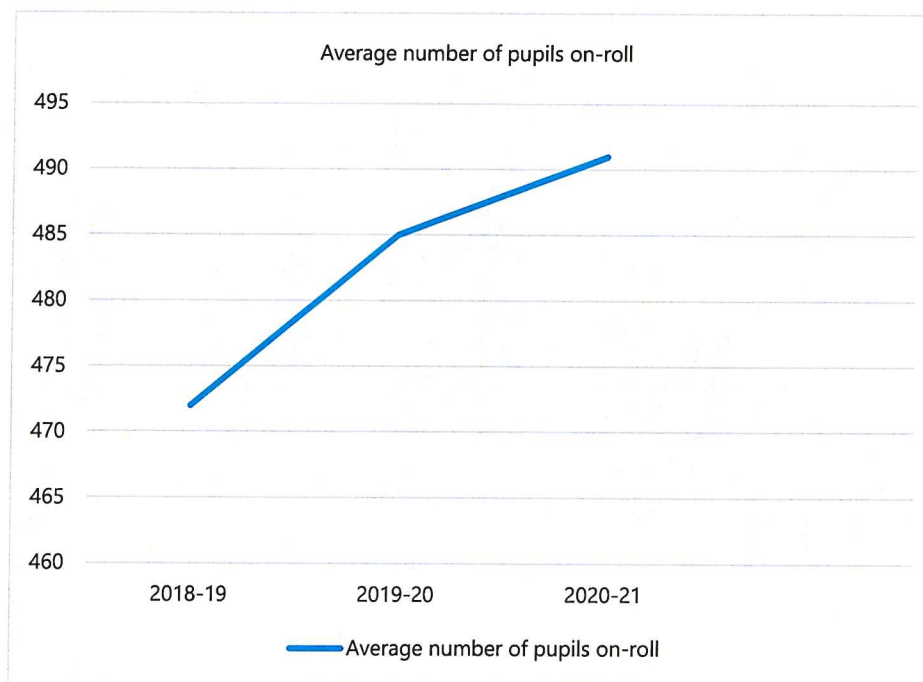
Main aims and achievements

Our primary aims through the 2020-2021 academic year comprised:

- managing the operational and financial challenges imposed by COVID-19 and the national and local responses to the pandemic, in order to minimise the negative impact on pupils' experiences and to protect the long-term security of the charity and school;
- the provision of Outstanding, transformative education for our pupils, all of whom experience challenges associated with Specific Learning Difficulties, Developmental Language Disorders and associated conditions;
- the realisation of exceptional outcomes for More House School pupils;
- ensuring the highest standards of educational and residential provision, recognised by external audit partners;
- the further development of our provision for supporting pupils' and employees' wellbeing, and promoting positive mental health;
- the further development of our teacher-training, staff-development and professionals'-training programmes, promoting our integrated and aspirational approach to supporting neuro-diverse learners within mainstream classroom settings;
- the implementation of an ambitious, three-year I.T. strategy;
- a full review of the arrangements for governance.

Education and outcomes

The number of children and young people supported by the school's specialist approach and provision again increased for the 2019-20 academic year, with an average of 485 on the pupil roll compared with the previous year's 472. In spite of the disruption caused by the national response to the COVID-19 threat, outcomes for pupils remained typically excellent, with our senior school pupils and our Sixth Form students celebrating impressive results in their final awards for GCSE, A Level and equivalent qualifications.

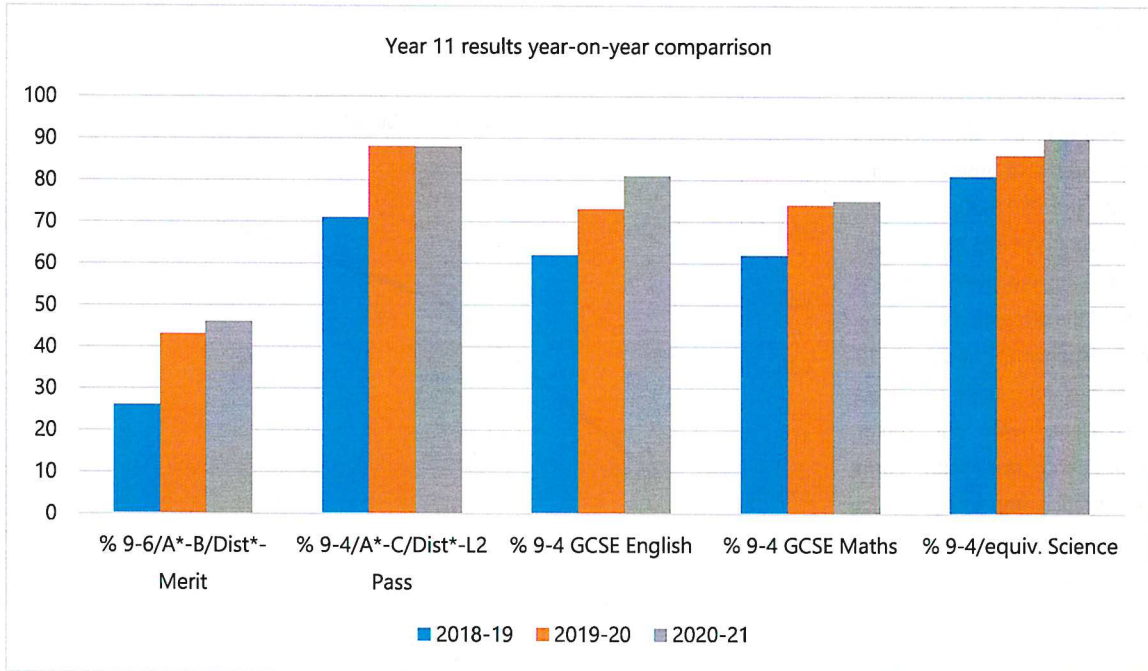


Public exam results

In spite of the disruption and uncertainty afforded by the COVID-19, our senior pupils realised record results in their final grades for accredited courses at Level 2 (GCSE and equivalent) and at Level 3 (A Level and equivalent).

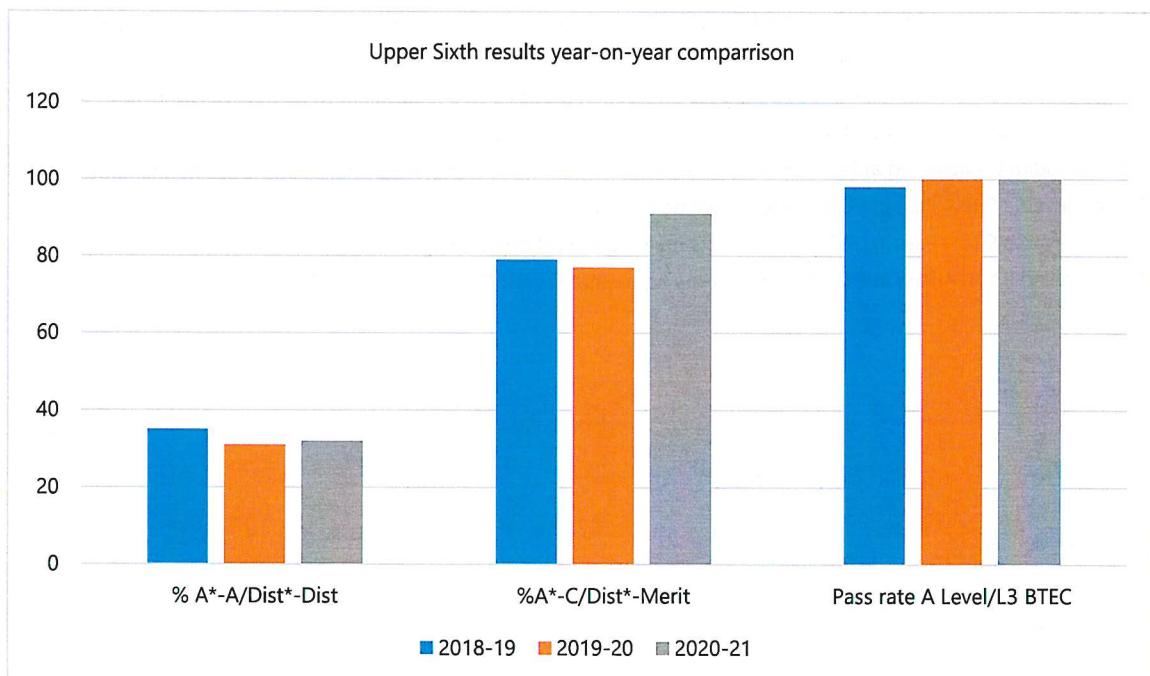
Year Eleven results, summer 2021:

- All candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and nearly half of candidates held Education, Health and Care plans;
- 46% of GCSE and equivalent Level 2 BTEC grades awarded at grades 9 to 6 (equivalent to A* to B, or Distinction* to Merit);
- 88% of grades awarded at 9 to 4 (A* to C, or Distinction* to Level 2 Pass);
- 71% of candidates achieved at least five A* to C equivalent grades, including GCSE English and GCSE Mathematics;
- 81% achieved a 9 to 4 Pass in GCSE English (beating the national average by 13%);
- 75% achieved a 9 to 4 Pass in GCSE Mathematics (beating the national average by 7%);
- 90% achieved a 9 to 4 Pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.



Upper Sixth results

- All candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 58% of the 40 candidates held Education, Health and Care plans;
- 32% of A Level and equivalent Level 3 BTEC grades awarded at A* to A (Distinction* to Distinction);
- 91% of grades awarded at A* to C (Distinction* to Merit);
- 100% Pass rate at GCSE and equivalent Level 3 BTEC combined;
- 100% A* to C in A Level Biology, Chemistry, English Literature, Geography, History, Music, Physics and Product Design, and in A Level equivalent Level 3 BTEC Art & Design, Music, Performing Arts and Psychology.



Leavers' destinations

Of our Upper Sixth students who completed their studies in summer 2021, 65% progressed directly into Higher Education or specialist Further Education. Of those 65%:

- 2 secured Music Conservatoire H.E. places
- 6 are undertaking courses in the Arts, Applied Arts, or the Visual Media sector
- 4 are studying for a Business, Humanities or Politics undergraduate degree
- 3 are taking STEM (Science, Technology, Engineering or Mathematics) or Computing courses
- 1 is pursuing a land-based degree course
- 1 is undertaking a sports-Coaching degree.

Three students have made deferred applications to Higher Education in order to pursue a gap-year, with one gaining a placement at a university in the United States. We were able to support a further five past students who, for one reason or another, needed to transfer their Higher Education courses or 'restart' their undergraduate careers due to ongoing disruptions.

Progress

During the 2020-2021 academic year, we continued to develop our system for tracking and promoting students' progress associated with the acquisition of skills on a hierarchical scale influenced by Bloom's taxonomy. In each subject area, pupils' skill development is tracked against the following hierarchical progression, with direct relationship with the grade descriptors in every GCSE, A Level and equivalent qualification syllabus:

Knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation

In spite of the difficulties associated with the COVID-19 disruption, the purpose continues to be to increase teachers' and pupils' own understanding of each learner's developing profile of skill strengths and weaknesses, so that pupils are best enabled to achieve the highest marks in their public examinations, but also to afford more effective information supporting pupils' choices of courses of study, and to prepare them most effectively for success in the workplace and socially, as an independent member of society.

All pupils' development of independent living skills is tracked through the annual review system and remains a focus within the school's Learning Development Centre curriculum, especially in Occupational Therapy sessions. Pupils are supported to develop social confidence and to lessen potential vulnerabilities. They build competence in managing money and in using public amenities, such as shops and public transport. They are taught to develop independence in preparing food. The recently opened (November 2019) independent living skills facility within our senior boarding house continued to afford older boarding pupils' access to a working, domestic-style kitchen, including domestic facilities for clothes-laundry. Boarders are supported to develop confidence and skills in managing domestic functions in preparation for independent living after school, and they have enjoyed preparing their own breakfasts and evening meals, managing their laundry, and ironing.

External inspections

Ofsted

The school experienced no external inspection visit during the 2020-2021 academic year. We commenced the year recognised by the Office for Standards in Education (Ofsted) as performing at the highest grading in every inspection category, both for the educational provision and for the residential and safeguarding provisions, following the standard three-yearly integrated joint inspections carried out by Ofsted's education and social care departments in March 2019, and following the more recent Ofsted Social Care standard inspection of the school's Safeguarding, welfare and residential provisions in January 2020.

The most recent Ofsted report describes the following judgements by category, and the additional descriptive commentary:

Overall experiences and progress of children and young people, taking into account **Outstanding**

How well children and young people are helped and protected **Outstanding**

The effectiveness of leaders and managers **Outstanding**

The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

Ofsted 2020

All the staff share the common aim of providing an excellent boarding experience for the pupils to enhance their learning outcomes and make significant personal and social development to advance their future life chances.

Boarders live in a highly supportive community which enriches their experiences and positively influences their development.

Boarders make excellent progress

Pupils receive targeted support to cope with their learning difficulties

The positive experiences of boarders are directly influenced by the trusting relationships that they form with the staff, who are dedicated to improving boarders' well-being and helping them to build a happy and successful life in the future

Safeguarding pupils is embedded in all aspects of school life. An extremely strong safeguarding ethos is inherent in all the staff's practice, ensuring that the boarders' safety and well-being are paramount

Led by a skilled and experienced designated safeguarding lead, the team of safeguarding officers is proactive and responds effectively to all concerns raised

Behaviour is excellent

The head of boarding and the boarding staff team have in-depth knowledge and understanding of the boarders' specific needs. Working closely with the school's well-being specialists, therapists and safeguarding officers, the boarding staff implement focused and well-thought-out, tailored strategies to support boarders' emotional health

Senior leaders and managers are highly competent, experienced and confident in maintaining a positive culture. Their passion, dedication and aspiration are mirrored by the boarding staff who provide the boarders with experiences and individual support which helps them flourish

Ofsted, 2020

CReSTeD

More House School is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), within their Specialist Provision category. The school's accreditation in this respect is reviewed three-yearly requiring a quality-assurance visit conducted by CReSTeD. Our most recent re-accreditation visit was in February 2020; the outcome was the school's re-accreditation for a further three years. The report of the quality-assurance visit conducted by CReSTeD is published by CReSTeD on their website, and on the school's website, together with the assessor's overall summary comment:

I fully recommend that More House School continues to be registered in the SPS category with CReSTeD. Teaching and learning are very sound and meeting the social and emotional needs of the pupils continues to be a high priority. The extensive mainstream curriculum and support sessions are successfully timetabled for individual needs. Staff are energetic and the pupils were seen to respond well to them. The school was recently judged as 'Outstanding' by Ofsted and it is very evident to see why when visiting. The school aims to continually move forward embracing new ideas to advance the provision for the pupils and SEND work in the wider community. A new 6th Form Centre, 'Crosslanes', was opened last year and houses an LDC drop-in support service for the sixth formers. The school runs conferences and training for local schools to help enhance the provision for SEND pupils beyond its doors. It is a popular day and boarding boys school set in the Surrey countryside with a commitment towards ensuring that the pupils achieve highly and develop as individuals.

CReSTeD, 2020

Teacher-training, staff-development and external professionals'-training

During the 2020-2021 academic year we continued our commitment to the development teacher-training programmes, ongoing staff-development, and the training of educational professionals external to More House School.

Teacher-training

During the 2020-2021 academic year, we supported three unqualified teachers in the school towards their initial teacher-training, and we supported three other teachers in the school through their initial teacher-training year.

New Staff Induction

The school continued to operate a comprehensive induction and training programme for all new employees, with special focus areas for those whose roles are involved in the delivery of teaching, therapy, classroom or teaching department support, or the residential provision, especially promoting employees understanding of, and competence in meeting the needs of pupils with Developmental Language weaknesses, Specific Learning Difficulties, and associated conditions.

Accredited CPD courses

May 2021 witnessed the official launch of our Level 3 and Level 4 courses following systematic trials. The professional-development programmes are designed and delivered by More House School, and nationally accredited by the CPD Standards Office:

- Level 3 'Effective SEND Support'
 - 14 More House School employees and 5 external practitioners began this course during the 2020-2021 academic year
- Level 4 'Approaches to SEN in the classroom'
 - 6 More House School employees and 1 external practitioner began this course during the 2020-2021 academic year

Spotlight Seminar Series

We delivered six Spotlight Seminar presentations, accessible by More House school staff and by external practitioners. Due to the COVID-19 limitations, all six sessions were delivered remotely using video-presentation software. 210 practitioners from a range of educational environments, including primary, secondary and Further Education, and from state-maintained and independent settings, accessed the material. The 2020-2021 CPD seminar series focused on:

The Executive Function and Links to Learning

The individual sessions addressed:

- Introduction to the topic
- Sequencing
- Organisation
- Planning
- Time-management
- Working memory

Commissioned Work

More House was commissioned to provide BlueSky Learning with a two-hour video-based module titled:
'Where to Start – SEND in the Classroom'.

This training material is available internationally through BlueSky Learning's published CPD courses.

Lecturing/Training

More House School staff delivered training conferences on the subject of understanding SEND and supporting SEND pupils, on behalf of the Independent Schools Association (ISA). We also delivered a webinar for the Southampton University/Wellington College Initial Teacher Training programme.

Other support

The school supported a range of external professionals through the course of the year, including Special Educational Needs and Disabilities Coordinators (SENDCos) and English-department leads from other schools, through video-calls, visits and telephone-consultations.

The school delivered specialist training to a breadth of educational professionals at the Independent Schools Association annual SEND conference 2020, hosted at More House School, focusing on the importance of language and the support of neuro-diverse pupils in mainstream classrooms. More House School continues to take a leading role in organising and delivering the National SEND Conference for the independent schools' sector, in association with the Independent Schools Council (ISC). The autumn 2020 conference was again hosted in central London.

COVID-19 response

As in the previous year, during the 2020-2021 academic year the impact of the COVID-19 pandemic affected the provision of education nationally, with schools' activities influenced by the national implementation in January 2021 of the second closure of schools. More House School's response proved again to be effective and was primarily influenced by a thorough understanding of government and associated instruction and guidance, and by the school's operation of a comprehensive COVID-19 Risk Assessment and Management Plan (RAMP), updated in response to the rapidly-developing situation.

In the first weeks of the Lent (spring) term, a majority of the school's pupils accessed their education remotely from home, with pupils' full curriculum being transferred to a remote-learning platform, *Microsoft Teams*. The school benefitted from experience during the previous academic year, including from parent, pupil and staff consultation activities designed to afford a comprehensive understanding of the experiences of pupils, parents and the staff. In accordance with government expectations, the school remained open throughout the period of national lockdown, providing on-site teaching and care for children identified as especially vulnerable, and those of parents whose roles were deemed critical to the country's COVID-19 response

Despite the national lockdown, the school delivered creative and highly effective approaches to enable the continuity of functions important for pupils' development and for the continuity of the business. Such approaches included again the transference to an online, interactive platform of events supporting senior-school pupils to select their non-core Year Nine, and GCSE options, courses; they also included the implementation of online solutions to ensure the continuity of the school's essential pupil-admissions

processes, and the development of our staff and external-professional training programmes to enable effective remote-learning and completion.

Due to the national disruption, the Department for Education's Ofqual (Office of Qualifications and Examinations Regulation) issued new instructions for arrangements to determine final awards for those students studying accredited qualifications. Summer 2020's use of Centre Assessed Grades (CAGs) was replaced by Teacher Assessed Grades for summer 2021. More House School adopted a rigorous approach to building a comprehensive evidence-base for every grade adopted, incorporating internal moderation to ensure grades were proven and defensible, representing students' best performance. This was time-consuming, demanding a very high level of professionalism and commitment from all staff involved.

Other achievements

Engagement in community

During the 2020-2021 academic year, More House School pupils continued to engage with elderly care-home residents through the school's pen-pal letter-writing programme, celebrated in the local press. In spite of the disruption's pupils continued to engage in charitable fundraising activities, pursuing the school-wide commitment to supporting others in our school, local, national and international community.

I.T.

The school appointed a new Head of I.T. Services, who took up post in September 2020. This led to a full review of the school's I.T. infrastructure, and the design of an ambitious I.T. strategy. This was approved by the Board of Governors, with implementation over a three-year period which commenced in the second quarter of 2021.

Self-evaluation and development-planning

The Core Leadership Group (CLG) led a full review, with the extended SMT, of the school's effectiveness in delivering its vision, and proposed a new School Development Plan (SDP), adopted formally by the Board of Governors and trustees. This provides strategic development planning in 9 major development aims:

- Curriculum development
- Teaching, Learning and Therapy
- COVID-19 recovery
- Pastoral support
- Assessments
- Outreach training
- Information Technology
- Campus and facilities
- Governance and management

The SDP addresses these nine areas within five categories:

- Curriculum, Pastoral and Therapy
- Training and People Development
- I.T. Services
- Facilities
- Leadership, Management and Governance

This adopted SDP informed a redesign of the Self-Assessment Review and Quality Improvement Plan documents used by academic and therapy departments, ensuring development activities in all areas are closely aligned with the delivery of the school-wide objectives described in the SDP. Additionally, research led to the implementation of BlueSky; software supporting the continued professional development of staff, which ensures a close focus on the school-wide aims for individual and collective training and development activities.

Safeguarding

A key objective of the SDP was the transference of the school's Safeguarding records and reporting structure to a dedicated software application, CPOMS. The preliminary work was conducted during the Trinity (summer) term 2021 in preparation for a full launch during the

staff-training days in advance of the September 2021 start of the new academic year. This will make the reporting of concerns easier for staff and improve the Safeguarding team's oversight and ability to monitor patterns and trends, informing interventions. Coinciding with this work was the design of a new, senior post: Head of Safeguarding. This new, dedicated, full-time position, commencing September 2021, replaces the DSL responsibility of the Deputy Head (Wellbeing), and represents further increase in resourcing of the leadership and expertise of Safeguarding, reflecting the school's commitment to excellence in providing a safe environment for all pupils and young people. Governors were involved in the design and appointment of this new position.

Capital projects

During the 2020-2021 academic year, plans for the new all-weather sports pitch, pavilion, new vehicle-entrance, and roadway were finalised, and submitted to Waverley Borough Council's planning department on 17.08.21. This exciting project is expected to be completed by Christmas 2022, and will realise greatly improved sports facilities for pupils, and for the local community and local youth clubs. It will also reduce the congestion of traffic at key times of the day and improve the safety of pedestrians on the campus. This project forms the first of a programme of investment in the campus and facilities over the coming years.

Governance

Practising our commitment to effective evaluation and the continual pursuit of excellence in all areas, during the year to 31st August 2021 the Board of Governors commissioned a full, external review into the arrangements for, and effectiveness of governance of the school. This was conducted by AGBIS (Association of Governing Bodies of Independent Schools) during the Trinity (summer) term, realising a detailed report identifying strengths and opportunities for future development. An extraordinary meeting of the full governing board was scheduled for September 2021 in order to consider the report's recommendations and to agree development actions.

School and Community

More House School continued to provide an essential resource to the local and wider community. The School confirms that it has had regard to the Charity Commission's guidance on Public Benefit. Through the year ended 31st August 2021 more than 491 pupils were educated by the school. Those pupils came from a wide breadth of social backgrounds and from a wide geographical area. Approximately 60% of the parents made no financial contribution to their sons' educations since those placements were funded by local authorities – more than thirty separate local authorities. The school afforded discounts to local authorities funding places in the school dependent on the total number of pupils funded by each authority. Nearly half of pupils in the school were funded privately, and approximately a fifth of pupils received bursaries. Sixth Form students are provided bursaries relevant to the time spent in the school prior to entering the Sixth Form, and this support is afforded to privately funding families and to local authorities alike.

Although most of the school's income was from public money, through fees associated with placements of pupils who are the subject of Education, Health and Care plans, the school was able to support a small number of families experiencing financial hardship, through the provision of exceptional bursaries or deferment of payment schemes, according to the school's means-testing process, and funded by income not derived from local authority payments. Further, the school provided I.T. equipment to families requiring such support in order for their sons to be able to access effectively remote-learning activities.

As in the previous 2019-2020 year, during 2020-2021, owing to careful management and the support of the government's Coronavirus Job Retention Scheme, the school was able to support families funding school fees through private means, with moderate fee-discounts during the period of national lockdown, taking effect only on the Trinity (summer) term's invoicing. This equated to an 80% discount on the residential element of the term's fee, and a 15% discount on the day fee. Government instructions provided that local authorities' funding from central government in relation to education would remain unaffected, and that fee arrangements between local government and educational providers should not be altered in response to the COVID-19 restrictions.

During the 2020-2021 academic year, the school continued to support other educational professionals and their students far beyond the school's gates, through the provision of free-of-charge, specialist SEND training. This was delivered through the well-established Spotlight Training seminar series which focused on The Executive Function and Links to Learning. Following the previous year's pilot, the school launched its Level 3 and Level 4 professional development courses, accredited by the CPD Standards Office (part of the Professional Development Consortium). Those courses are provided to More House School employees free-of-charge, and to non-More House School

professionals at cost. We also continued to provide informal consultancy and advice for many individual teachers, other educational professionals, parents and schools throughout the year. We contributed our expertise within the delivery of a university-led initial teacher training programme.

Additionally, More House School supports a variety of other schools and charitable trusts by sharing their expertise directly through serving on committees and boards. These include several state-maintained and non-maintained school governorships and independent school governorships, serving on the CReSTeD pre-registration committee, serving on the independent schools' sector's Cross-Association SEND Committee, serving as a trustee and director of the Independent Schools Association, trusteeship of the Helen Arkell Dyslexia Charity, and Safeguarding Officer for children's sports clubs, and for the Guildford Diocesan Guild of Church Bell-ringers.

More House School continues to support the development of SEND understanding and best-practice in the independent schools' sector through the delivery of training courses for school professionals and leadership boards across the country on behalf of the Independent Schools' Association, including the training of school Special Educational Needs and Disabilities Coordinators (SENDCos).

More House School has continued to support trainee Speech and Language Therapists from the University of Reading through the provision of professional experience placements. It also provided free consultancy for the Helen Arkell Dyslexia Charity relating to the relevance of developmental language skills for children and adults with recognised literacy difficulties.

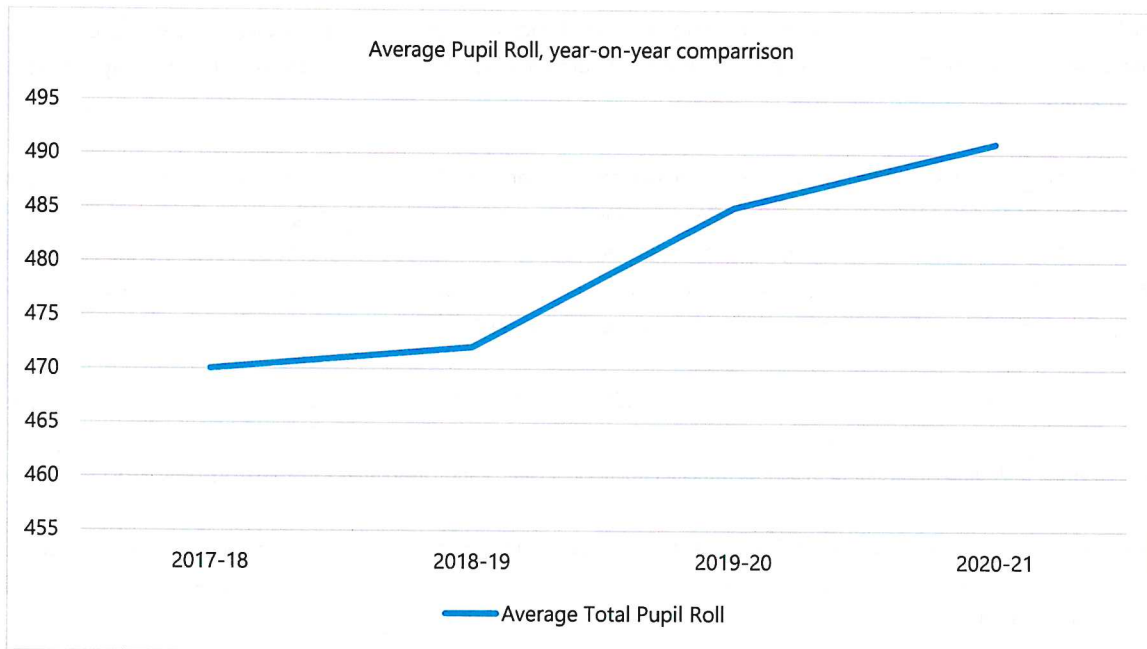
During the year, More House School pupils and staff participated in a multitude of fundraising activities on behalf of other charities and projects. These included a Christmas Jumper fundraiser, a collection for Comic Relief's Red Nose appeal, and a Sponsored Hop in July. Over the course of the year, pupils donated nearly £8,000 to local, national, and international charities, including the Cystic Fibrosis Trust and The John Bradburne Memorial Society.

More House School pupils continued to support elderly and vulnerable people within the local area through the Pen Pals letter-writing scheme, coordinated by the school's Learning Development Centre Literacy department staff. Many individual residents of local residential care-homes are now supported through the scheme.

The school has continued to support the local community, and especially youth groups, through the provision of specialist facilities and accommodation free of charge. During the 2020-2021 academic year this included providing free access to sports pitches and training for Churt Juniors Football Club, free use of sporting facilities for regular training for the Hampshire Youth Disability Cricket programme, free use of our Music and Drama facilities for Farnham Music and Drama, free use of school multi-passenger vehicles for local Girl-Guiding, and free use of our Music facilities for Farnham Youth Choir.

Strategic report

The average number of pupils on roll during the year was 491, realising an increase on the previous academic year's average of 472, and continuing an upward trend of previous years. Of those 491 pupils' placements, 295 were funded publicly, by more than thirty different local authorities, for pupils in receipt of an Education, Health and Care Plan. This represented 60% of pupils on roll and was an increase of 42 funded placements compared with 253 in the 2019-20 academic year.



Following the March 2019 integrated education and social care joint inspections by the Office for Standards in Education, and the January 2020 Ofsted Social Care standard inspection of the residential, safeguarding and welfare arrangements, the school's provision at the start of the 2020-21 academic year was determined to be fully compliant with all Independent School standards, and National Minimum Standards, and graded Outstanding in every reporting judgement-category. The school would have expected, under normal circumstances, an annual Ofsted Social Care standard inspection during the 2020-2021 academic year. However, owing to the suspension of inspection activity in response to the pandemic, the school received no such inspection visit.

The school is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), under their Specialist Provision category. The three-yearly quality-assurance visit as part of the re-accreditation process most recently took place in February 2020, resulting in the school's re-accreditation for the coming three years, and realising some extremely encouraging comments from the visiting CReSTeD consultant.

Managing the health and safety arrangements for employees, pupils and visitors to the school site remains a high priority. During the year to 31st August 2021 many actions were implemented in accordance with plans informed by the comprehensive, external audit of the school's security arrangements, which was conducted during the previous academic year.

The challenges prompted by the COVID-19 pandemic realised temporary alteration in the normal delivery of the school's services to its pupils, in line with government directives, but the school responded robustly, guided by a comprehensive COVID-19 Risk Assessment and Risk Management Plan (RAMP) that ensured continuity in the delivery of a comprehensive and effective online educational, therapeutic and pastoral provision, complemented by on-site provision for qualifying vulnerable children and those of critical workers. The integrity of the school's comprehensive pupil-admissions assessment processes was retained, and the rates of initial enquiries, and acceptances of offered places remained very strong, realising a very healthy roll for the start of the September 2020 academic year.

Student outcomes in respect of accredited courses at Level 2 (GCSE and equivalent) and at Level 3 (A Level and equivalent) remained exceptionally strong, and a majority of Sixth Form leavers were supported to transition to university. Others' plans included apprenticeships, other Level 3 studies, and planned gap-years prior to onward progression.

The development of the school's internal Human Resources department realised the creation of a discrete Human Resources department work-area within the school's Bursary offices. A new Head of I.T. Services joined the school in September 2020, leading to the adoption by the Board of Governors of an ambitious, three-year I.T. strategy, implemented from the second quarter of 2021.

An external review of governance arrangements was commissioned from the Association of Governing Bodies of Independent Schools (AGBIS), in order to inform the continued development planning and pursuit of excellence. This was conducted in the Trinity term of 2021.

The risk-register was subject to a zero-based re-design, including adoption of a more comprehensive format supporting governor oversight and monitoring.

A full evaluation of the school's strengths and opportunities for development was conducted by the school's leadership and management, leading to the design of a new, comprehensive strategic development plan, informing continued development activity throughout the organisation, at department and individual employee level.

Future plans

The key areas of focus for strategic management and development planning for the year ahead and beyond comprise:

- COVID-19 management and maintaining the quality of provision and ongoing success of the organisation;
- delivery of all aspects of the School Development Plan;
- effective, continuous evaluation and strategic-development planning addressing strengths and opportunities;
- implementation of adopted recommendations from the external governance review;
- development and expansion of teacher-training, ongoing staff-development, and of the school's outreach programme, including provision of training for external (non-More House School) educational professionals;
- delivery of the approved I.T. strategic plan;
- capital development of the site and facilities in accordance with the School Development Plan;
- review of the charity's wider strategy.

COVID-19 management

The governors recognise the challenges posed by the pandemic are likely to influence school operations and provision for pupils through the coming academic year. The manner in which the school's management and leadership meet these challenges, with appropriate challenge and support from the school's governing body, is integral to the success of the school in realising the best experience for pupils, employees and their respective families, and in ensuring the strength of the organisation for the future. The governors intend to continue their practice of convening regularly a COVID-19 committee to work closely with the school's headmaster and bursar, until such a time as this arrangement is deemed no longer necessary. Those meetings, initiated in March 2020 in response to the first lockdown routinely examine the school's position in terms of operations, financial position, and human resources.

School Development Plan

Directed by an adopted, School Development Plan, realised through a process of comprehensive self-evaluation and external evaluation, the governors and leadership are committed to pursuing an ambitious programme of continuous development in all areas to promote excellence in all aspects of the school's provision for pupils and in its outreach activities. The governors identify the operation of continuous, rigorous and objective self-evaluation and strategic development-planning as an essential element of the school's continued success in realising its ambition as a centre of excellence in all aspects of its work, and as a world leader in the education and support of intelligent pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions, transforming such children's futures by empowering them.

Embedded processes of departmental evaluation and development-planning feed into whole-school arrangements for identifying strengths, weaknesses and opportunities, ensuring effective evaluation. Reflecting this, documentation and processes supporting departmental and individual employee evaluation and development-planning ensure coordination with the school-wide development priorities.

Governance

The AGBIS review of governance arrangements included recommendations for future development. These findings will inform a special meeting of the full governing body, scheduled for September 2021, intended to determine a cohesive plan for the future development of governance, with implementation commencing in 2021.

Staff and professionals' training

More House School remains committed to the effective training and continued professional development of its staff. It is intended to continue the school's engagement in initial teacher-training, and to the upskilling of all staff in supporting pupils with Developmental Language weaknesses, Specific Learning Difficulties, including Dyslexia, and associated conditions. We recognise that our pupils are

intelligent and capable, providing they are supported to recognise their natural aptitudes, and to harness their strengths. The quality of professionals' practice in all areas, including academic, therapeutic, pastoral, and residential, greatly influences pupils' social and academic outcomes.

The governors are ambitious for the expansion of this provision, recognising the benefit for teachers and pupils far beyond More House School's gates at a time when the physical constraints of the school facilities make continued growth in pupil numbers unfeasible. It is therefore intended to widen access to this training, developing a sustainable format and expanding the offer to include other courses and associated resources. This is an exciting project which the governors recognise as yielding direct benefit to increasing numbers of children and young people, as a greater number of educational professionals improve their understanding, confidence and skill in supporting effectively neuro-diverse learners.

I.T. Strategy

With the adoption of a three-year, ambitious I.T. investment strategy, the governors recognise as a priority the implementation of all aspects of that strategic plan, which forms a crucial element of the school's wider Development Plan. This I.T. strategy covers:

- network improvement, including wireless connectivity;
- central systems and servers;
- security;
- communications and telephony;
- printing and reprographics;
- end-user devices;
- I.T. Services support.

Capital development

The nature of the school site requires ongoing commitment to the maintenance and development of the school's fabric and facilities. This ensures the school's resources support effectively the needs of pupils and the school, and address issues of ageing temporary wooden structures erected in the 1990s. The following projects have been approved provisionally, by the Board of Governors:

- creation of an all-weather multi-use games pitch (MUGA) using the Crosslanes paddock, addressing the identified lack of sufficient facilities for meeting pupils' physical education and sports development needs, including the provision of a small pavilion comprising two changing-rooms and space to support the activities of The Friends of More House School, and also including development of a new access roadway improving pedestrians' safety and the management of vehicles (expected completion 2021-22);
- re-development of the St Matthew's buildings adjacent to Main House, realising improvement to the surgery facilities, and to the teaching and prep.-room facilities for the Science department, and providing facilities for catering and estates employees (expected completion 2024);
- re-development of the St David's and I.T. Support Services block
- re-development of the Don Bosco Mathematics department block (expected completion 2026);
- replacement of the facilities for swimming and indoor-sports with a new sports centre, providing indoor-swimming facilities, sports-hall and fitness-gym (expected completion 2028).

Strategy

The governors and trustees intend to review the charity's wider strategy in respect of growth, recognising a constant ambition to improve the educational and social experience and outcomes of a wider population of children and young people who experience challenge owing to special educational needs and disabilities (SEND).

Risk

The Governing Body, which recognises its statutory obligations in respect of risk management, works with the Headmaster and Bursar on an on-going basis, to keep the school's activities under review, particularly with regard to any major risks that may arise from time to time, as well as the systems and procedures established to manage them. The Headmaster and Bursar monitor the effectiveness of the system of internal controls and reports to the Governing Body in detail on an annual basis. The Governors believe the major risks identified by this process (fire, accidents & injuries, loss of income, fraud, cyber-attacks) have been mitigated to an acceptable level through the extensive and comprehensive use of risk assessments recorded in a risk register, robust internal control systems, extensive insurance cover, and other appropriate controls.

The imposition from 1st September 2019 of a 43% increase in employers' contributions, and the impending increase in 2023 which will include an adjustment in respect of the McCloud ruling, to the Teachers' Pensions Scheme has highlighted the risk of ever-increasing contributions of indeterminate amount. This has led the Governors to review the risk to the School's ability to fund future development of the school, and therefore the School's membership of the scheme. This review was interrupted by concentration on Covid-19 related issues. The results of this review will be completed in 2021-22.

With an on-going decline in boarding numbers, the viability of offering this facility in its current format is at risk, and therefore risks an adverse effect on pupil numbers and the School's finances.

With many of the School's buildings being of wooden construction, preventative maintenance for all buildings is an essential part of mitigating the risk of major repairs and reconstruction in the future, which could lead to risks to the School's ability to deliver education to the pupils at the same high level. Planned development of the site, including the redevelopment of the St Matthew's complex of building, St David's and the IT Services Support Services block and the Don Bosco Mathematics department will see further mitigation of the risks as these buildings are replaced. However, commitment to these projects is a risk to the school's having sufficient funds to deliver its primary purpose, the education and well-being of its pupils. This risk is mitigated by forward planning to ensure that reserves remain at the level necessary to fulfil all the school's commitments.

A review of the school's IT facilities has concluded that there is a considerable risk of failure, risking the school's ability to deliver education both on-site and remotely, and maintain its Administrative functions. This risk has been mitigated by the appointment of a professional Head of IT Services and the allocation of funds for the upgrading of the school's IT infrastructure and resources.

A further risk to the school's ability to provide the appropriate level of education and support is the recruitment and retention of suitably qualified staff. Therefore, the levels of remuneration offered by the maintained sector are closely monitored, as is that offered by the NHS Agenda for Change in respect of our Learning Development and Nursing staff.

As part of its strategy to contain the spread of the Covid-19 pandemic, the government required all schools in England to close to all pupils from 4th January 2021, other than for those whose parents were Key Workers, or pupils who were vulnerable if staying at home. This put at risk the school's ability to deliver education to its pupils, thereby risking its income for the period of closure. This risk was mitigated by the introduction of a comprehensive programme of remote learning, which has been widely supported by parents. All pupils returned to school on 8th March 2021.

Finance review

The net income for the year comprised:

	2020-21	2019-20	Variance
Charitable Income	£8,957,049	£8,492,625	£464,424
Investments	£408	£8,418	-£8,010
Donations etc.	£14,586	£13,990	£596
Total Gross Income	£8,972,043	£8,515,033	£457,010
Raising Funds Expenditure	£116,305	£116,204	-£101
Charitable Expenditure	£8,075,745	£7,628,983	-£446,762
Total Expenditure	£8,192,050	£7,745,187	-£446,863
Net Income	£779,993	£769,846	£10,147

Income was £457,010 higher than the previous year reflecting the 3% increase in fees, three additional pupils, participation in the government's Covid Job Retention Scheme, and discounts to private parents due to remote learning in the spring term of 15% off day fees and 80% off boarding fees. Expenditure overall was £446,863 higher than last year, of which approximately half (£226,368) was in respect of increased staffing costs. The main constituents were increases in teaching £180,610, boarding & catering £108,533 and premises £156,975. With the overall result similar to last year, the net income variance was £10,174.

Investment in Fixed Assets during the year comprised:

Freehold Land & Buildings	Human Resources office	£58,608
	Exit Barrier	£7,509
	Site Development surveys	£7,461
		£73,578
Furniture and Equipment	Simkins acoustics	£10,118
	Engineering extraction system	£20,016
	IT Strategic Project	£271,464
	Communication Radios	£14,820
	Hotspot shop	£10,054
		£326,472
	Total Additions	£400,050

Funds have been retained in preparation for the Site Development Project scheduled for 2021-22. This exciting project comprises the provision of an all-weather multi-use games area (MUGA), new pavilion and new roadway to better control traffic on site.

Resources

The programme of improvement to buildings was paused this year, since funds were retained for the Site Development Project. Further improvement and refurbishment is contemplated in line with the school's ten-year building development plan and the school's main overall strategic development plan that addresses all aspects of the school's composition. The school's management believes it is well resourced, but resources can go out of date quickly and need renewal regularly. Renewal is very important in the lifecycle of the school and therefore staff undergo regular training, including safeguard training, the curriculum taught at the school undergoes regular review, its technology is updated in order to keep staff and students at the leading edge of innovation and this includes updating to the newest software packages under a licenced Microsoft scheme for schools and other technologies. Boarding accommodation is maintained so as to offer a welcoming,

clean and homely feeling to boarders and classrooms are resourced so as to provide an environment conducive to teaching and learning. The Governors believe the school is appropriately resourced.

Fundraising

The School carries out no fundraising activities with the public and consequently has had no complaints in this respect.

Investment powers, policy and performance

The income and property of the company whencesoever derived shall be applied solely towards the promotion of the charitable objects of the company as set forth in the Memorandum. To achieve this, the school aims to implement an efficient structured and effective method of working to ensure More House School finances are kept safe and secure so as they can be made readily available to service the growing needs of the school. Investment regarding capital projects are authorised by the Board of Governors in conjunction with recommendations from the Finance & General Purposes Committee. More House School's Financial Policy is for progression of the school to be achieved only as funds allow without the aid of additional borrowing. Here at More House educational needs must always be the driving influence. We are always attentive to the opportunities available that will optimise the teaching our students receive and the learning potential that can be gained. Financial management will show evidence whether sufficient funds can be made available to change a suggested possibility into reality. This policy has proved its worth over the many years that More House School has been growing and adapting itself to the 'futures' environment. Using external funding for the purchase of external assets such as land and housing which could in the future be sold off without detriment to the School is permissible under this policy.

Reserves

The School's policy is to generate and maintain reserves primarily to fund projects aimed at maintaining or improving the fabric and facilities of the school and dependent upon risk to which the organisation may be exposed from time to time. As a School operating 'not for profit' our reserves are kept to the lowest baseline that will ensure its continuance. Therefore, the specific level of reserves that is deemed necessary may change from year to year as determined by the Board of Governors but never less than 1.5 months' total salary costs equivalent to 8% of income. As most staff are on two/three months' notice, it is intended as funds allow to seek to maintain reserves equivalent to 3 months' total salary costs, currently £1,520,000, equivalent to 17% of income. At times, when larger projects are planned or underway this may mean retaining reserves from one year to be used in the subsequent year(s). Reserves must be realistic and it is recognised that they will not be able to cover every risk to the organisation, but can go some way to giving the management of the School time to undertake damage limitation and manage the prevailing conditions. The Governors require reserve funds ordinarily to be kept on deposit and thus to gain bank interest (subject to the prevailing economic environment). Generated funds at the end of each financial year are transferred into School reserves and thereafter controlled under the authorisation of the Governors.

The Governors monitor the reserves of the school by considering the availability of cash compared with the demands of the School's expenditure against the timing of its income. As with other schools our cash flow is affected by the timing of the fees and receipts from parents and LEAs. The school continues to be exposed to the weight of LEAs withholding payments in an attempt to influence/decide upon the setting of our fees as opposed to the school's Trustees and Board of Directors. This continues to be particularly disturbing both operationally and financially for the school and is therefore causing the Governors to keep greater funds in reserve due to the behaviour of some LEAs each autumn term. At the end of 31 August 2021, the School held reserves of £2,555,886. This level of reserves reflects the school's financial commitment, its preparation for the School Development Project and the contingency of three months' salary costs. The School has also designated the sum of £11,444,998 in a fixed asset fund, which represents the historical investment in the fabric of the estate and is therefore not deemed to be readily available. Restricted reserves for the exception of £2,000 were expended for the purpose for which they were given.

Statement of Governors' responsibilities

The Governors, as directors of the charitable company, are responsible for preparing the Governors' Report and the financial statements in accordance with applicable law and regulations.

Company law requires the directors to prepare financial statements for each financial year. Under that law the directors have elected to prepare the financial statements in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these financial statements, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

So far as each of the directors is aware at the time the report is approved:

there is no relevant audit information of which the company's auditors are unaware; and

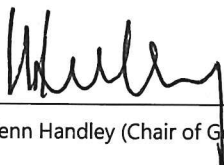
the directors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

AUDITORS

A resolution proposing the re-appointment of Haysmacintyre LLP as auditors to the company will be put to the annual general meeting.

In approving this Governors' Report, the Governors are also approving the Strategic Report included here in their capacity as Company Directors.

Approved by the Board of Governors at its meeting on 10th March 2022 and signed on its behalf by:



Glenn Handley (Chair of Governors)

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL

Opinion

We have audited the financial statements of More House School, The Gard'ner Memorial Limited for the year ended 31 August 2021 which comprise the Statement of Financial Activities, Balance Sheet, Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 *The Financial Reporting Standard applicable in the UK and Republic of Ireland* (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2021 and of the charitable company's net movement in funds, including the income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the governors' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the governors have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charitable company's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)

Other information

The governors are responsible for the other information. The other information comprises the information included in the Governors' Annual Report and the Report of the Chair of Governors. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Governors' Annual Report (which incorporates the strategic report and the directors' report).

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept by the charitable company; or
- the charitable company financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of governors' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of governors for the financial statements

As explained more fully in the statement of governors' responsibilities set out on page 20, the governors (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the governors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

**INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF
THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)**

In preparing the financial statements, the governors are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the governors either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Based on our understanding of the charitable company and the environment in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to the regulatory requirements of the Charity Commission and OFSTED, and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Companies Act 2006, Charities Act 2011, Charities SORP (2019) and payroll taxes.

We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls) and determined that the principal risk was related to the recognition of voluntary income. Audit procedures performed by the engagement team included:

- Enquiries of management regarding correspondence with regulators and tax authorities;
- Review of relevant committee meeting minutes;
- Discussions with management including consideration of known or suspected instances of non-compliance with laws and regulation and fraud;
- Reviewing the controls and procedures of the charity, particularly in relation to the recording of income and processing of payments and payroll, to ensure these were in place throughout the year, including during the Covid-19 remote working period;
- Evaluating management's controls designed to prevent and detect irregularities;
- Reviewing and testing journal entries made in the year, particularly those made as part of the year-end financial reporting process; and
- Challenging assumptions and judgements made by management in their critical accounting estimates which comprise depreciation and bad debts provision.

**INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF
THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)**

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an Auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.



*Kathryn Burton (Senior statutory auditor)
for and on behalf of Haysmacintyre LLP, Statutory Auditor*

Date: 24th March 2022

*10 Queen Street Place
London
EC4R 1AG*

**STATEMENT OF FINANCIAL ACTIVITIES
 FOR THE YEAR ENDED 31 AUGUST 2021**

		Unrestricted Funds £	Restricted Funds £	Total 2021 £	Total 2020 £
INCOME FROM:	Notes				
Charitable activities:					
- School fees receivable	1	8,743,725	-	8,743,725	8,195,514
- Other school income	2	213,324	-	213,324	297,111
Investments – interest		408	-	408	8,418
Voluntary sources:					
- Appeal and other donations		8,736	5,850	14,586	13,990
		8,966,193	5,850	8,972,043	8,515,033
EXPENDITURE ON:					
Raising funds:					
- Fundraising and development		19,635	-	19,635	19,602
- Finance and other costs		96,670	-	96,670	96,602
		116,305	-	116,305	116,204
Charitable Expenditure:					
School operating costs					
- Teaching costs		4,943,931	1,565	4,945,496	4,764,886
- Boarding and catering		1,299,222	-	1,299,222	1,190,689
- Premises		1,123,947	-	1,123,947	966,972
- Support and governance costs		707,080	-	707,080	706,436
Total expenditure	3	8,190,485	1,565	8,192,050	7,745,187
Net Income/net movement in funds		775,708	4,285	779,993	769,846
RECONCILIATION OF FUNDS					
Total funds brought forward		13,220,894	2,000	13,222,894	12,453,048
Total funds carried forward	12	£13,996,602	£6,285	£14,002,887	£13,222,894

A summary Income and Expenditure account has not been prepared as this information is given above. The results above are in respect of continuing activities.

The notes on pages 32 to 47 form part of these financial statements.

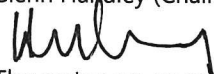
BALANCE SHEET
AS AT 31 AUGUST 2021

COMPANY NUMBER 523768

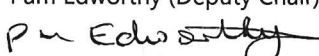
		2021		2020	
	Notes	£	£	£	£
FIXED ASSETS	5		13,274,709		13,270,044
CURRENT ASSETS					
Debtors	6	76,301		76,150	
Cash at bank and in hand		3,514,068		3,063,911	
			<hr/>	<hr/>	
		3,590,369		3,140,061	
CREDITORS: Amounts falling due within one year					
Fees in advance		(572,013)		(683,616)	
Other creditors	7	(583,302)		(657,795)	
			<hr/>	<hr/>	
		(1,155,315)		(1,341,411)	
NET CURRENT ASSETS			2,435,054		1,798,650
			<hr/>	<hr/>	
TOTAL ASSETS LESS CURRENT LIABILITIES			15,709,763		15,068,694
CREDITORS: amounts falling due after more than one year	8		(1,706,876)		(1,845,800)
			<hr/>	<hr/>	
TOTAL NET ASSETS			£14,002,887		£13,222,894
			=====		=====
FUNDS:					
UNRESTRICTED FUNDS	12				
– GENERAL			2,551,604		1,901,592
– DESIGNATED			11,444,998		11,319,302
RESTRICTED FUNDS	12		6,285		2,000
			<hr/>	<hr/>	
TOTAL			£14,002,887		£13,222,894
			=====		=====

The financial statements were approved and authorised for issue by the Board of Governors on 10th March, 2022 and were signed below on its behalf by:

Glenn Handley (Chair)



Pam Edworthy (Deputy Chair)



The notes on pages 32 to 47 form part of these financial statements.

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2021

	2021		2020	
	£	£	£	£
Cash flows from operating activities:				
<i>Net cash provided by operating activities (Note 18)</i>		969,665		1,635,094
Cash flows from investing activities:				
Interest from investments	408		8,418	
Purchase of tangible fixed assets	(400,054)		(46,254)	
Proceeds from sale of tangible fixed assets	1,174		-	
<i>Net cash used in investing activities</i>		(398,472)		(37,836)
Cash flows from financing activities:				
Repayment of loan	(121,036)		(111,576)	
<i>Net cash used in financing activities</i>		(121,036)		(111,576)
Change in cash and cash equivalents in the year		450,157		1,485,682
Cash and cash equivalents at the start of the year		3,063,911		1,578,228
Cash and cash equivalents at the end of the year		£3,514,068		£3,063,911

ANALYSIS OF CHANGES IN NET DEBT

	At 1 September 2020	Cash flows	Other non-cash changes	At 31 August 2021
	£	£	£	£
Cash and bank	3,063,911	450,159	-	3,514,070

The notes on pages 32 to 47 form part of these financial statements.

ACCOUNTING POLICIES FOR THE YEAR ENDED 31 AUGUST 2021

a) **Basis of Accounting**

The financial statements have been prepared in accordance with the Statement of Recommended Practice for Charities (SORP 2015) (Second Edition, effective 1 January 2019, the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Gard'ner Memorial Limited More House School meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

b) **Preparation of the accounts on a going concern basis**

Having assessed the school's financial position and plans for the foreseeable future, the risks to which the School is exposed including the ongoing impact of the Covid-19 pandemic and the detailed cash projections and budgets to March 2023, the Governors are satisfied it remains appropriate to prepare the accounts on a going concern basis. There are no material uncertainties regarding the School's going concern status.

c) **Critical accounting judgements and key sources of estimation uncertainty**

In the application of the accounting policies, Governors are required to make judgement, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the governors, no assumptions concerning the future or estimation uncertainty affecting assets or liabilities at the balance sheet date are likely to result in a material adjustment to their carrying amounts in the next financial year.

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

d) Income recognition

All income is recognised once the School has entitlement to the income, it is probable that the income will be received and the amount of income can be measured reliably.

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Voluntary incoming resources are accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, donation income is credited to the relevant restricted fund and incoming endowments are accounted for as permanent trust capital or expendable trust capital, according to whether the donor intends retention is to be permanent or not.

Investment income from bank balances and fixed interest securities is accounted for on an accruals basis.

e) Government grants

Government grant income represents the total amount claimed from HM Revenue and Customs under the Coronavirus Job Retention Scheme (CJRS). The income is accounted for in the period in which the associated salary payments are made to furloughed staff.

f) Expenditure

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the SoFA is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Governance costs comprise the costs of complying with constitutional and statutory requirements. Irrecoverable VAT is included with the item of expenditure to which it relates.

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

g) Fixed Assets

All fixed assets are stated at cost less depreciation. Expenditure on fixed assets is capitalised where the cost (or the value if donated) is in excess of £5,000.

Depreciation is provided to write off the cost of fixed assets, other than freehold land, using the following methods:

Freehold buildings	- 50 years
Furniture and equipment	- 10 years
Computer equipment	- 4 years
Motor vehicles	- 5 years
Leased assets	- Over the life of the lease

h) Hire Purchase and Finance leases

Assets obtained under hire purchase and finance leases are capitalised as tangible fixed assets. These assets are depreciated over the shorter of the lease term and their useful lives. Finance leases are those where substantially all of the benefits and risks of ownership are assumed by the company. Obligations under such agreements are included in creditors net of the finance charges allocated to future periods. The finance element of the rental payment is charged to the Statement of Financial Activities so as to produce a constant periodic rate of charge on the net obligations outstanding in each period.

i) Pensions

Retirement benefits to employees of the School are provided through two pension schemes, one defined benefit and one defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The Teachers' Pension Scheme - this scheme is a multi-employer pension scheme. It is not possible to identify the College's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable.

Personal Pension Plan - this is a defined contribution group personal pension plan with Prudential or NEST. Employer's pensions costs are charged in the period in which the salaries to which they relate are payable.

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

j) Funds

The different funds are defined as follows:

Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.

Unrestricted funds are those funds available to the School for its general purposes. It is the policy of the governors to retain in unrestricted funds, amounts which in their judgement, can help to mitigate the short-term effects of income volatility and retain funds to generate sufficient income to meet current and future operational activities of the School.

k) Debtors

Fee and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

l) Cash at bank and in hand

Cash at bank and in hand includes bank accounts, cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

m) Creditors and provisions

Creditors and provisions are recognised where the School has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2021**

1. FEES RECEIVABLE			2021	2020
			£	£
	Fees receivable consist of:			
	School fees		9,657,235	9,226,896
	Less: bursaries, grants and allowances		(913,510)	(1,031,382)
			<hr/>	<hr/>
			£8,743,725	£8,195,514
			=====	=====
2. CHARITABLE ACTIVITIES – OTHER INCOME			2021	2020
			£	£
	Extras and other educational income		58,700	31,901
	Registration fees		22,500	17,500
	Government grants – job retention scheme		121,486	246,475
	Sundry income		10,638	1,235
			<hr/>	<hr/>
			£213,324	£297,111
			=====	=====
3. ANALYSIS OF TOTAL EXPENDITURE - 2021				
			Total	Total
			2021	2020
	Staff costs	Other	Depreciation	
	£	£	£	£
Raising funds:				
Fundraising and development	-	19,635	-	19,635
Finance costs	-	96,670	-	96,670
Charitable Activities:				
School operating costs:				
Teaching	4,564,809	380,687	-	4,945,496
Boarding and catering	902,589	396,633	-	1,299,222
Premises	156,728	585,167	382,051	1,123,946
Support and governance	456,499	250,582	-	707,081
	<hr/>	<hr/>	<hr/>	<hr/>
	£6,080,625	£1,729,374	£382,051	£8,192,050
	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2021**

ANALYSIS OF TOTAL EXPENDITURE – 2020

	Staff costs	Other	Depreciation	Total 2020
	£	£	£	£
Raising funds:				
Fundraising and development	-	19,602	-	19,602
Finance costs	-	96,602	-	96,602
Charitable Activities:				
School operating costs:				
Teaching	4,432,668	332,218	-	4,764,886
Boarding and catering	849,621	327,734	-	1,177,355
Premises	139,706	463,497	377,103	980,306
Support and governance	432,262	274,174	-	706,436
	<u>£5,854,257</u>	<u>£1,527,161</u>	<u>£377,103</u>	<u>£7,745,187</u>
	=====	=====	=====	=====

Support and governance costs all relate to the direct operating costs of the school and principally comprise the following:

	2021	2020
	£	£
Administrative staff costs	456,499	432,263
Termination Settlement	10,000	-
Office running costs	45,152	64,393
Professional fees	43,690	70,647
Travel	714	3,333
Other	132,819	123,800
Governance costs	18,206	12,000
	<u>£707,080</u>	<u>£706,436</u>
	=====	=====

Expenditure includes:

Auditors remuneration: Audit	12,360	12,000
Operating lease payments – plant, machinery and minibuses	35,543	33,159
Interest payable on finance leases	-	-

**NOTES TO THE ACCOUNTS
 FOR THE YEAR ENDED 31 AUGUST 2021**

4. STAFF COSTS:	2021	2020
	£	£
Salaries and wages	4,893,150	4,750,942
Social security costs	478,189	448,517
Pension contributions	699,514	645,883
Apprentice Levy	9,772	8,915
Termination Settlement	10,000	-
	<u>£6,090,625</u>	<u>£5,584,257</u>
	=====	=====

The average number of employees during the year was made up as follows:

	2021	2020
Teaching	118	120
Other	55	53
	<u>173</u>	<u>173</u>
	=====	=====

The number of staff on a full time equivalent basis was as follows:

Teaching – full-time	72	79
Teaching – part-time	27	23
	<u>99</u>	<u>102</u>
Other – full-time	27	31
Other – part-time	16	13
	<u>43</u>	<u>44</u>
Total full-time equivalent employees	<u>142</u>	<u>146</u>
	=====	=====

The School paid for four governors to obtain training and to attend forum meetings amounting to £4,266 (2020 the school paid for one governor to attend training courses amounting to £765).

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

The company is a registered charity and therefore not liable to taxation on its charitable income or capital gains. During the year there were four higher paid employees earning between £60,000-£70,000; one between £80,000 - £90,000; and one between £100,000-£110,000 (2020: one between £90,000-£100,000 and one between £150,000-£160,000). The school made employer's pension contributions of £71,365 (2020: £37,319) on behalf of the higher paid employees.

Staff benefits paid to key management personnel amounted to £614,974 (2020 - £543,435).

5. FIXED ASSETS	Freehold Land	Freehold Buildings	Furniture & Equipment	Motor Vehicles	Total
	£	£	£	£	£
COST					
As at 1 September 2020	1,321,036	15,066,510	972,993	83,023	17,443,562
Additions	-	73,578	326,476	-	400,054
Disposals	-	-	-	(19,970)	(19,970)
As at 31 August 2021	1,321,036	15,140,088	1,299,469	63,053	17,823,646
DEPRECIATION					
As at 1 September 2020	-	3,251,663	843,132	78,723	4,173,518
Charge for year	-	303,313	91,589	487	395,389
Disposals	-	-	-	(19,970)	(19,970)
As at 31 August 2021	-	3,554,976	934,721	59,240	4,548,937
NET BOOK VALUE					
At 31 August 2021	£1,321,036	£11,585,112	£364,748	£3,813	£13,274,709
At 31 August 2020	£1,321,036	£11,814,847	£129,861	£4,300	£13,270,044

The net book value of assets held under finance lease and hire purchase agreements at 31 August 2021 was £13,332 (2020: £26,333). These assets are all operational.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

6. DEBTORS	2021	2020
	£	£
Fee debtors	23,104	22,378
Sundry debtors	21,698	50,296
Prepayments	31,499	3,476
	£76,301	£76,150
	=====	=====
7. OTHER CREDITORS: amounts falling due within one year	2021	2020
	£	£
Trade creditors	130,451	87,519
Social security and other taxes	118,157	111,603
Other creditors	171,547	309,528
Accruals	26,985	17,537
Bank loan (see note 9 below)	122,830	118,275
Obligations under finance leases (see below)	13,332	13,333
	£583,302	£657,795
	=====	=====
8. CREDITORS: amounts falling due after one year	2021	2020
	£	£
Bank loan (see note 9 below)	1,706,876	1,832,467
Obligations under finance leases	-	13,333
	£1,706,876	£1,845,800
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

9. BANK LOANS	2021	2020
	£	£
Bank loans are payable as follows:		
Within one year	122,830	118,275
Within one to two years	127,643	121,965
Between two and five years	593,635	543,668
After five years	985,598	1,166,829
	<u>£1,829,706</u>	<u>£1,950,737</u>
	=====	=====

The above loan consists of two elements – a fixed rate part at an interest rate of 4.15% and a variable part at 2.75% above base rate. The initial agreement runs until 2023 when it is expected to be renewed. The loans are secured on the school's assets.

10. FINANCE LEASES	2021	2020
	£	£
The total future minimum lease payments were as follows:		
Due within one year	13,333	13,333
Obligations under finance leases	-	13,334
	<u>£13,333</u>	<u>£26,667</u>
	=====	=====

11. MEMBERS GUARANTEE

The Gard'ner Memorial Limited is a company limited by guarantee. There is therefore no share capital. At 31 August 2021 there were nine members of the company, who were also the Governors. Each member guarantees to contribute 5p in the event of the company being wound up.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

12. MOVEMENT IN FUNDS - 2021	Balance at				Balance at 31 August 2021
	1 September 2020	Income	Expenditure	Transfers	
	£	£	£	£	£
Unrestricted					
- General Fund	1,901,592	8,966,193	(8,190,485)	(125,701)	2,551,599
- Designated Fund	11,319,302	-	-	125,701	11,445,003
Restricted					
- Appeal Fund	2,000	-	-	-	2,000
- Facilities Fund	-	5,850	(1,565)		4,285
	<u>£13,222,894</u>	<u>£8,972,043</u>	<u>£(8,192,050)</u>	<u>-</u>	<u>£14,002,887</u>
	=====	=====	=====	=====	=====

Facilities Fund consists of various donations towards various school facilities. The balance will be spent in 2021/22.

Donations and other income relating to the School Appeal were added to the restricted fund and used to mark the 75th Anniversary of the School by raising funds for a new Library and Media Centre. Any unspent income from the Appeal remains as restricted funds to be used in subsequent years.

The designated fund represents amounts tied up in fixed assets less mortgage loans in respect of those assets.

MOVEMENT IN FUNDS - 2020	Balance at				Balance at 31 August 2020
	1 September 2019	Income	Expenditure	Transfers	
	£	£	£	£	£
Unrestricted					
- General Fund	2,295,812	8,515,033	(7,745,187)	(1,164,066)	1,901,592
- Designated Fund	10,155,236	-	-	1,164,066	11,319,302
Restricted					
- Appeal Fund	2,000	-	-	-	2,000
	<u>£12,453,048</u>	<u>£8,515,033</u>	<u>£(7,745,187)</u>	<u>-</u>	<u>£13,222,894</u>
	=====	=====	=====	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

13. ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2021

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,274,709	2,428,769	(1,706,876)	13,996,602
Restricted	-	6,285	-	6,285
	<u>£13,274,709</u>	<u>£2,435,054</u>	<u>£(1,706,876)</u>	<u>£14,002,887</u>
	=====	=====	=====	=====

ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2020

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,270,044	1,796,650	(1,845,800)	13,220,894
Restricted	-	2,000	-	2,000
	<u>£13,270,044</u>	<u>£1,798,650</u>	<u>£(1,845,800)</u>	<u>£13,222,894</u>
	=====	=====	=====	=====

14. CAPITAL COMMITMENTS

	2021 £	2020 £
Commitments for future capital expenditure not provided for in these accounts are:		
Authorised and contracted for	1,754,085	20,016
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

15. PENSION COMMITMENTS

Retirement benefits to employees of the School are provided through two pension schemes, one defined benefit and one defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The School participates in the Teachers' Pension Scheme (England and Wales) ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £518,457 (2020: £517,118) and at the year-end £66,836 (2020 - £59,517) was owing in respect of contributions to this scheme.

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2016 and the Valuation Report, which was published in March 2020, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2020. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

The 31 March 2016 Valuation Report was prepared in accordance with the benefits set out in the scheme regulations and under the approach specified in the Directions, as they applied at 5 March 2020. However, the assumptions were considered and set by the Department for Education prior to the ruling in the 'McCloud/Sargeant case'. This case has required the courts to consider cases regarding the implementation of the 2015 reforms to Public Service Pensions including the Teachers' Pensions.

On 27 June 2019 the Supreme Court denied the government permission to appeal the Court of Appeal's judgment that transitional provisions introduced to the reformed pension schemes in 2015 gave rise to unlawful age discrimination. The government is respecting the Court's decision and has said it will engage fully with the Employment Tribunal as well as employer and member representatives to agree how the discriminations will be remedied. The government announced on 4 February 2021 that it intends to proceed with a deferred choice underpin under which members will be able to choose either legacy or

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

15. PENSION COMMITMENTS (continued)

reformed scheme benefits in respect of their service during the period between 1 April 2015 and 31 March 2022 at the point they become payable.

The TPS is subject to a cost cap mechanism which was put in place to protect taxpayers against unforeseen changes in scheme costs. The Chief Secretary to the Treasury, having in 2018 announced that there would be a review of this cost cap mechanism, in January 2019 announced a pause to the cost cap mechanism following the Court of Appeal's ruling in the McCloud/Sargeant case and until there is certainty about the value of pensions to employees from April 2015 onwards. The pause was lifted in July 2020, and a consultation was launched on 24 June on proposed changes to the cost control mechanism following a review by the Government Actuary. The consultation closed to response on 19 August 2021 and the Government is currently analysing the responses.

In view of the above rulings and decisions the assumptions used in the 31 March 2016 Actuarial Valuation may become inappropriate. In this scenario, a valuation prepared in accordance with revised benefits and suitably revised assumptions would yield different results than those contained in the Actuarial Valuation. Until the consultation and the cost cap mechanism review are completed it is not possible to conclude on any financial impact or future changes to the contribution rates of the TPS. Accordingly, no provision for any additional past benefit pension costs is included in these financial statements.

Other staff are enrolled into the School's defined contribution scheme to which the School contributes 6% of gross salary. There were contributions of £14,093 (2020 - £11,986) outstanding at the year-end.

16. OPERATING LEASE COMMITMENTS

	2021	2020
	£	£

At the year-end the school had future minimum lease payments under non-cancellable operating leases as follows:

Within 1 year	38,609	£131,993
Between 2 – 5 years	111,800	£131,993
	£150,409	£131,993
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

17. RELATED PARTY TRANSACTIONS

One Related Party Transaction took place in 2020-21. Goods to the value of £1,637 were purchased from Robert Hammond, husband of Ruth Hammond who is a member of the charity's Core Leadership Group. At the year-end £175 was owed to Robert Hammond.

There were no other related party transactions in either the current or prior year.

18. RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES

	2021	2020
	£	£
Net income for the reporting period (as per the statement of financial activities)	779,993	769,846
Depreciation	395,389	377,103
Profit on disposal of fixed assets	(1,174)	-
Interest receivable	(408)	(8,418)
(Increase) in debtors	(151)	(55,688)
(Decrease)/Increase in creditors	(203,984)	552,251
	<hr/>	<hr/>
Net cash provided by operating activities	£969,665	£1,635,094
	=====	=====

19. CONTROL

The school is controlled by the Board of Governors as disclosed in the Reference and Administrative Information on page 1.

20. SUBSIDIARY COMPANIES

The More House Foundation is a connected entity that is headed up by Mr Barry Huggett OBE, the former Headmaster of More House School. B Huggett has overall control of the Foundation which operates separately to the School, although promoting the services of the School but offering in its own capacity educational consultancy services. These services are delivered by B Huggett and others with specialist knowledge from their working experiences and qualifications. Separate accounts are collated by the Foundation.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2021

21. STATEMENT OF FINANCIAL ACTIVITIES - 2020

	Unrestricted Funds £	Restricted Funds £	Total 2020 £
INCOME FROM:			
Charitable activities:			
- School fees receivable	8,195,514	-	8,195,514
- Other school income	297,111	-	297,111
Investments – interest	8,418	-	8,418
Voluntary sources:			
- Appeal and other donations	13,990	-	13,990
	8,515,033	-	8,515,033
EXPENDITURE ON:			
Raising funds:			
- Fundraising and development	19,602	-	19,602
- Finance and other costs	96,602	-	96,602
	116,204	-	116,204
Charitable Expenditure:			
School operating costs			
- Teaching costs	4,764,886	-	4,764,886
- Boarding and catering	1,190,689	-	1,190,689
- Premises	966,972	-	966,972
- Support and governance costs	706,436	-	706,436
	7,745,187	-	7,745,187
Net Income/net movement in funds	769,846	-	769,846
RECONCILIATION OF FUNDS			
Total funds brought forward	12,451,048	2,000	12,453,048
Total funds carried forward	£13,220,894	£2,000	£13,222,894

**DETAILED ANALYSIS OF INCOME
 FOR THE YEAR ENDED 31 AUGUST 2021**

	2021	2020
	£	£
FEES RECEIVABLE		
Gross fees	9,657,235	8,691,057
Less bursaries, grants and allowances	(913,510)	(495,543)
	<u>8,743,725</u>	<u>8,195,514</u>
Extras receivable and other educational income	58,700	31,901
	<u>8,802,425</u>	<u>8,227,415</u>
BANK AND OTHER INTEREST	408	8,418
	<u>8,802,833</u>	<u>8,235,833</u>
DONATIONS	14,586	13,990
OTHER INCOME		
Registration fees	22,500	17,500
Other school income	132,124	247,710
	<u>154,624</u>	<u>265,210</u>
TOTAL OPERATING INCOME	8,972,043	8,515,033
APPEAL FUND		
Donations received		-
TOTAL RESTRICTED INCOME		-
TOTAL INCOME	8,972,043	£8,515,033
	=====	=====
		=

**DETAILED ANALYSIS OF EXPENDITURE
 FOR THE YEAR ENDED 31 AUGUST 2021**

CHARITABLE EXPENDITURE	2021	2020
	£	£
TEACHING COSTS		
Teaching staff salaries	4,564,809	4,432,668
Cost of extras	66,539	62,989
Courses	46,590	24,943
Teaching materials	267,558	244,286
	<u>4,945,496</u>	<u>4,764,886</u>
BOARDING AND CATERING		
Catering staff salaries	188,841	187,444
Catering costs	359,461	289,575
Cleaning staff salaries	282,916	237,667
Cleaning costs	29,968	31,298
Laundry – staff salaries	21,544	19,776
Laundry – other	7,204	6,862
Care staff salaries	409,288	404,733
	<u>1,299,222</u>	<u>1,177,355</u>
PREMISES		
Insurance	47,836	36,241
Rates and water	43,811	34,045
Light and heat	154,769	106,836
Maintenance staff salaries	156,728	139,706
Garden and grounds	35,631	24,923
Repairs and maintenance	274,778	241,927
Trade refuse	28,343	19,525
Depreciation	382,051	377,103
	<u>1,123,947</u>	<u>980,306</u>

**DETAILED ANALYSIS OF EXPENDITURE ACCOUNT
 FOR THE YEAR ENDED 31 AUGUST 2021**

	2021	2020
	£	£
OTHER SUPPORT COSTS		
Staff salaries	456,499	432,262
Staff recruitment	23,385	26,189
Staff travel	714	3,333
Printing, postage and stationery	9,334	24,632
Telephone	35,818	39,761
Motor	30,033	38,856
Sundry costs	59,086	45,940
Subscriptions and donations	16,188	11,257
H M Discretionary	4,127	1,557
Professional and other costs (inc £10k termination settlement)	53,690	70,647
	<u>688,874</u>	<u>694,436</u>
GOVERNANCE COSTS		
Audit and accountancy (inc £4,286 Gov costs)	18,206	12,000
	<u>18,206</u>	<u>12,000</u>
PUBLICITY AND FUNDRAISING		
Promotion	19,635	19,602
	<u>19,635</u>	<u>19,602</u>
FINANCE COSTS		
Bank charges and interest payable	9,383	6,670
Hire purchase charges (is actually all loan & mort interest)	70,419	79,880
Bad debts	16,868	10,052
	<u>96,670</u>	<u>96,602</u>
TOTAL EXPENDITURE	8,192,050	7,745,187
TOTAL INCOME	8,972,043	8,515,033
SURPLUS FOR YEAR	<u>£779,993</u>	<u>£769,846</u>
	=====	=====

GARD'NER MEMORIAL LIMITED

England & Wales - Charity number 311872

Accounts



The Gardner Memorial Ltd
(A company limited by guarantee)
Trading as More House School

Directors' Report and Financial Statements
For year ending 31st August 2020

Registered Charity number. 311872
Registered Company number. 523768



Registered charity number 311872
Registered company number 523768

Governing document The charity is controlled by its governing documents, comprising its Memorandum and Articles of Association, and constitutes a limited company, limited by guarantee, as defined by the Companies Act 2006.

Trustees (Directors)

Mr Sean Collins MA (Cantab.) FCA (Chair) *1
Mr John Stares BSc (Hons) (Deputy Chair) *1,*4
Mrs Suzie Brand *3
Mrs Pamela Edworthy BSc (Hons) PGDip PGCE *2,*4
Mr Robert Forster MSc BSc [Appointed 12.03.2020]
Ms Lindsay Gowland MA (Ed.) ACIS [Appointed 21.11.2019] *3
Mr Glenn Handley MBA *1
Mr Gary Hay BA (Hons) *1, *3
Fr Patrick Sherlock SDB BSc BA QTS *2
Mr Patrick Wilson BA (Hons) MA Cert.Ed. [Resigned 11.07.2020] *1,*2

Members of Sub-Committees

- *1 – Finance & Leadership
- *2 – Teaching, Learning & Assessment
- *3 – Welfare, including Safeguarding & Behaviour
- *4 – Nominations

Registered office More House School, Moons Hill, Frensham, Farnham, Surrey, GU10 3AP
Website www.morehouseschool.co.uk
Auditors Haysmacintyre LLP
Bankers Allied Irish, HSBC
Solicitors GBH Law

Key Executives Mr Jonathan Hetherington BA(Hons) MSc (Ed) QTS, Headmaster
Mr Stephen Johnson FFA FFTA, Bursar

Report of the Chair of Trustees

The year to the 31st August 2020 delivered unprecedented challenge to the charity and school, but enabled the organisation to demonstrate its resilience, creativity in overcoming difficulties, and highlight the remarkable dedication of all in the school community. In spite of the disruptions resulting from the COVID-19 pandemic and the country's national response, More House School's founding vision, of compassion and aspiration for disadvantaged learners, continued to be realised in all aspects of the school's activities, yielding a very successful year, transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorders and associated conditions, by empowering them.

Outcomes for pupils of More House School remain a key indicator of the efficacy of the charity's activities and provision. All of our pupils must overcome the barriers posed by Developmental Language Disorders, Specific Learning Difficulties such as Dyslexia and Developmental Coordination Disorder, or associated conditions, and a majority are the subjects of Education, Health and Care plans. Nevertheless, our students' results in their A Level, GCSE and equivalent courses were, again, inspiring to younger boys.

For our 40 Upper Sixth leavers, 31% of A Level and equivalent Level 3 BTEC grades were awarded at the highest A* and A, or Distinction* and Distinction grades, and the cohort achieved a 77% A* to C and Distinction* to Merit award rate. Our Upper Sixth chalked-up a 100% pass-rate in their Level 3 (A Level and equivalent) qualifications.

The Year Eleven GCSE and equivalent results were equally exciting, with 88% of grades awarded to our 73 candidates being 9 to 4, or the Level 2 BTEC equivalent of Distinction* to L2 Pass. Our pupils beat the national averages for good passes in GCSE English (73%) and in GCSE Mathematics (74%), and 62% of our Year Elevens achieved at least five 9 to 4 grades (or the BTEC equivalent) including GCSE English and Mathematics. 86% achieved a 9 to 4 good pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.

These results are, of course, empowering to our pupils, and support them to realise their true potential, bolstering their self-belief. However, it is the complementary work on developing pupils' social language skills, inferential understanding, independent living skills and mental wellbeing that constructs a sustainable and sure footing on which they may plan their futures.

In January, the school underwent its annual inspection of the provision for boarders, by Ofsted's Social Care department. This resulted, again, in a published report celebrating the environment and experiences enjoyed by our residential pupils. The school's previous top gradings, of Outstanding (the highest category) in every judgement-area, were again confirmed. The school's educational provision also continues to be graded by Ofsted as Outstanding in every respect.

The impact of the COVID-19 pandemic, resulting in the national lockdown and closure of schools in March 2020, had a direct and significant impact on school operations. From the 20th March 2020, More House School transferred its educational, pastoral and therapeutic provisions online as the majority of pupils became subject to the government's ban on school attendance. The immediacy and efficacy of the school's response to this situation was impressive, and drew on careful preparations and foundations laid down in the weeks and months preceding the announcement. The adaptation to online education was smooth and ensured continuity in the delivery of curriculum, therapy and pastoral support for pupils.

At the same time, the school remained open for vulnerable pupils and the children of critical workers, including throughout the Easter school holidays and the May half-term. The dedication and professional commitment of the school's staff was extraordinary and demonstrated the highest priority given to meeting our pupils' needs.

A first in the school's history, was an entirely virtual Founder's Day ceremony, marking the closing of the school year. Speeches were recorded in advance, and all pupils and their families were encouraged to participate in the event, dressing for the occasion and with strawberries and sparkling wine to hand, which went 'live' online at the usual time on Saturday morning, 11th July 2020. As usual, the event saw the awarding of prizes, trophies and certificates, supporting all pupils to recognise their achievements and progress, promoting their self-esteem and sense of self-belief. The Headmaster presented his report on the year, the retiring pupil officers gave their valedictory addresses, and their successors were appointed. The sense of the whole school community coming together, even through only online, was energising.

The Gard'ner Memorial Limited known as More House School
Annual Report and Accounts for the year ended 31st August 2020

The disruptions included dramatic change to the arrangements for awarding final grades to Upper Sixth and Year Eleven pupils reaching the conclusion of their accredited courses, necessitating the design of a robust and comprehensive internal system for realising evidence and moderation processes for supporting Centre Assessed Grades (CAGs) prior to such data being subjected to a national moderation process, later scrapped. The demands placed on school staff across the country, and especially those supporting learners with special educational needs, was exceptional. More House School's staff rose to all these challenges, ensuring the protection of each pupil's interests within a fair framework able to meet all expectations of public scrutiny.

Through careful planning and ongoing management, supported by the UK Government's Coronavirus Jobs Retention scheme, the school was able to afford parents funding places through private means discounts on the Trinity (summer) term's fees, influenced by cost-savings and recognition of the financial uncertainties faced by many families. Government instruction provided that fees funded by local authorities should not be subject to discount since funding to local government remained secure.

The school's careful management of the COVID-19 response ensured the financial security of the charity and school at the close of the accounting year. Carefully considered adaptations to the school's comprehensive pupil-admissions processes enabled prospective pupils to continue to be assessed in terms of their need and the suitability of the school's provision for them, and ensured a very strong pupil roll for the start of the 2020-21 academic year, continuing the steady growth in numbers witnessed over an extended period of years.

The school community was touched by sadness with two significant losses. In early January, a young family member of a long-serving member of the teaching staff finally lost her battle with a rare childhood cancer. For the past two years, the school community has come together in a multitude of fundraising events and emotional support, and the memorial service witnessed a packed church including family and friends, and past and present pupils and staff.

A few weeks' later, the school learned of the sudden and unexpected passing of Mr Nicolas Bloomfield, a current More House teacher of Music and History for nineteen years. This was another very difficult period for pupils, employees and for many in the wider school community. A school memorial service was held in the school chapel during the week before the national lockdown commenced.

Such tragedies and shared challenges serve to bring the school community ever closer. There remains an enduring and cherished sense of the school's mission in supporting children and young people who are disadvantaged by the mainstream education system and by lack of understanding and confidence in many classrooms, in order to transform their future prospects. The charity's commitment to improving that understanding and confidence in educational professionals, locally and nationally, so that intelligent, neuro-diverse children far beyond the school's gates benefit, remains strong. It is evident in the breadth of training activities undertaken by the school during the year to the 31st August 2020, and its plans for the future. The strategic review commenced in the year has taken longer to completed than initially envisaged, as adjustments for COVID-19 have had to be accommodated. That review will be completed early in the coming year, and will provide the school with a clear direction in taking the charity's mission forwards.

Sean Collins

Signature:
S. Collins, Chair of Trustees

Date: 11th March 2021
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Report of the trustees

The trustees of the Gard'ner Memorial Limited, who are also the charity's directors for the purposes of the Companies Act 2006, are pleased to present their annual report, together with the financial statements of the charity for the year ended 31st August 2020, which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes.

Objectives and activities

The objects of the charity are:

The advancement of education including, but not limited to, running the More House School, Frensham, and educating children, particularly those with learning difficulties, but also disseminating best practice in techniques of teaching and learning through training, consultation, assessment, research and related activities, both in the UK and internationally, so continuing the tradition of the late Reginald Joseph Gard'ner for the public benefit.

Too many children are failed by the mainstream education system, where common methods of teaching and support in the classroom fail to uncover the true cognitive potential of children who experience weaknesses in their literacy and developmental language skills, and those affected by associated difficulties including Developmental Coordination Disorder and attention deficit conditions. Such children may be intellectually very capable but are left believing themselves not clever, disadvantaged by an education system which focuses the primary means of assessing ability on their areas of skill-weakness, and leaving their strengths unrecognised. Too many children assess themselves as failures amongst their peers, and the threat to mental health and wellbeing is too frequently explicit.

And yet such children offer huge value for the future of our society and world. Many companies now recognise immense value in recruiting neuro-diverse teams. Our pupils have a great part to play in the future of our country, in all areas of education, industry and business. With the right educational approach at the right point in their lives, children and young people with specific learning difficulties, developmental language delay and associated conditions, can be enabled to see their strengths and their future. Once they are taught to believe in themselves, they can grow the courage to tackle the challenges in their educational paths and realise their true intelligence. With an appropriate educational environment, they can achieve success at GCSE and A Level, and pursue further and higher education and training, leading to promising careers and contributing to our society. Such a pathway is essential in order for such young people to become truly independent, supporting the state and society through maintaining strong mental and physical health, participating in worthwhile employment and paying tax, rather than failing to realise such outcomes, necessitating continuous support from society and the public purse throughout their adult lives.

Our vision, is:

To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorders and associated conditions, by empowering them.

Our specific aims are:

To support the individual needs of each pupil, as individuals, so that each thrives, adapting continuously teaching and support strategies to challenge appropriately pupils' diverse strengths and weaknesses.

To provide all pupils with an environment in which they feel, and are, safe and confident in being themselves, and through which they develop effective skills to promote their mental health and wellbeing.

To foster in all pupils a powerful desire to question and to learn, and to realise high aspirations for their future, in terms of continued education and learning, their professional career, and social relationships.

To provide a transformative learning environment and opportunities for our pupils so that they achieve outstanding academic results, above the national age-related averages, both at level two (GCSE level) and three (Advanced level), despite having Specific Learning Difficulties, Developmental Language Disorders and associated conditions.

To develop our pupils to become confident and resilient young people, with the experience and skills that allow them to lead independent lives within a modern world, and with the desire to be involved in society.

To foster amongst all pupils an understanding, care and tolerance of all others, within the school's Catholic ethos and in accordance with the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

To collaborate with and promote research into the education and support of children and young people with language-related educational difficulties, and use research to improve educational outcomes for all pupils, and those in other educational settings.

During the year up to the 31st August 2020, the school's governors and staff agreed the following six **targets**, which provide the framework for the school's process of evaluation and development-development planning:

- **Curriculum**

To be a centre of excellence in the delivery of a broad academic and social development curriculum, ensuring pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions make the greatest possible progress, are empowered and prepared in the best possible manner for their futures.

- **Extra-Curricular**

To be a centre of excellence in the delivery of developmental opportunities beyond the academic curriculum so that pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions extend their experience, developing social confidence.

- **Pastoral**

To be a centre of excellence in the delivery of pastoral care for pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions, promoting the Safeguarding and wellbeing of all pupils and adults, pupils' positive social development, and the best possible learning environment.

- **Residential**

To be a centre of excellence in the delivery of residential care for pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions, ensuring pupils' Safeguarding and wellbeing, and promoting their personal and social development.

- **Therapy**

To be a centre of excellence in the delivery of Speech and Language Therapy, Occupational Therapy, Literacy intervention and Numeracy intervention for pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions so that they make the greatest possible progress and are empowered.

- **Outreach**

To be a centre of excellence in the provision of the highest quality training and support of external organisations, professionals, children and young people relating to Specific Learning Difficulties, Developmental Language Disorders and associated conditions, including collaboration with and participation in research.

Organisational structure

The Board of Governors of More House School comprises the trustees of the charity, who are also the directors and members of the company. The full board meets at least three times a year, with the Headmaster and Bursar in attendance. Appointments to the Board of Governors are conducted through a process of identifying opportunities for augmenting the complement of skills and experience afforded by the board, and recruiting accordingly. The process is overseen by the board's Nominations Committee, which makes recommendations to the full board for such appointments. All appointments are approved at a meeting of the full board of governors. New governors are required to engage in a programme of induction to ensure they understand their duties and responsibilities, the objectives and operations of the school, and the roles of senior managers. It is important that members of the board of governors have the capacity both to support the school's executive, and to provide robust professional challenge to promote the best interests of all pupils and of the charity. Ongoing development for governors is supported through training events on and off-site, incorporating in-house and external expertise.

Members of the board of governors also serve on one or more of the governor committees:

- Finance and Leadership
- Teaching, Learning and Assessment
- Welfare, including Safeguarding and Behaviour
- Nominations

Each committee is chaired by a governor, and comprises other governors. Each committee meets regularly according to an agreed programme and, with the exception of the Nominations Committee, is normally attended by one or more members of the school's most senior executive team, the Core Leadership Group.

The governors determine the general policy of the charity and school in accordance with the Memorandum and Articles of Association, and with the adopted strategic development plan. The governors have responsibility for the company's system of internal controls, for evaluating its effectiveness in meeting its aims, and for continuous improvement. They delegate the day to day management of the school to the Headmaster, supported by the Bursar and the Core Leadership Group.

The Core Leadership Group (CLG) comprises the following executive positions:

- Headmaster
- Bursar
- Principal Deputy Head (this position ceased to exist with effect from 31.08.20)
- Deputy Head (Curriculum)
- Deputy Head (Head of Boarding)
- Deputy Head (Wellbeing)
- Director of Assessment and Therapy
- Assistant Head (Pupils) (this is a new position, taking effect from 01.09.20)

Chaired by the headmaster, its purpose and operation are directed by its Terms of Reference document. The group has lead responsibility for school evaluation, strategic development, validation of decision-making, and professional challenge.

The extended Senior Management Team (SMT) comprises the members of the Core Leadership Group as well as the following employee roles:

- Head of the Learning Development Centre
- Director of Staff Training and Development
- Director of Pupil Progress (this position became part of the new CLG position Assistant Head (Pupils), with effect from 01.09.2020)
- Director of Extra-Curricular Education
- Director of Personal Development Education
- Director of Pastoral Care (this is a new position, taking effect from 01.09.2020)
- Head of Sixth Form
- Head of Junior Years
- Mental Health Lead

Chaired by the headmaster, the composition and operations of the extended senior management team are described in the school's SMT policy. Each member has responsibility for managing and developing a different aspect of the school's provision, and together the team ensures the day to day management of the school, and supports the CLG in its four primary tasks of school evaluation, strategic development, validation of decision-making, and professional challenge.

Academic teaching departments are each led by a Head of Department, reporting to and supported by the Deputy Head (Curriculum). Each pupil year-group's team of pastoral tutors is led by their respective Head of Year, reporting to and supported by the Principal Deputy Head [Deputy Head (Pastoral and Wellbeing) from 01.09.20], who has responsibility for managing pupil behaviour through the school [pupil behaviour is led by the Assistant Head (Pupils) with effect from the 01.09.20]. The residential boarding staff, comprising housemasters and housemistresses, is led by the Deputy Head (Head of Boarding). The school's staff of Speech & Language Therapists, Occupational Therapists, and Literacy and Numeracy Tutors is led by the Head of the Learning Development Centre, who reports to and is supported by the Director of Assessment and Therapy. The Deputy Head (Pastoral and Wellbeing) leads the school's pastoral therapeutic provision,

including the Mental Health Lead and therapeutic counsellors. The Deputy Head (Pastoral and Wellbeing) is also the Designated Safeguarding Lead and oversees the school's safeguarding team. The school's administrative, catering, estates, finance, and information technology network and support functions are overseen by the Bursar.

The pay and remuneration for the key management personnel are set by the governors for the Headmaster and Bursar, and by the governors from recommendations made by the Headmaster and Bursar, in respect of the other members of the Core Leadership Group. Governors use a number of criteria such as nature of role and responsibilities, sector salaries as indicated by various benchmark and other market reports, cost of living increases and trends in pay.

Main aims and achievements

Our primary aims through the 2019-20 academic year comprised:

- the provision of Outstanding, transformative education for our pupils, all of whom experience challenges associated with Specific Learning Difficulties, Developmental Language Disorders and associated conditions;
- the realisation of exceptional outcomes for More House School pupils;
- ensuring the highest standards of educational and residential provision, recognised by external audit partners;
- the further development of our provision for supporting pupils' and employees' wellbeing, and promoting positive mental health;
- the further development of our teacher-training, staff-development and professionals'-training programmes, promoting our integrated and aspirational approach to supporting neuro-diverse learners within mainstream classroom settings.

Education and outcomes

The number of children and young people supported by the school's specialist approach and provision again increased for the 2019-20 academic year, with an average of 485 on the pupil roll compared with the previous year's 472. In spite of the disruption caused by the national response to the COVID-19 threat, outcomes for pupils remained typically excellent, with our senior school pupils and our Sixth Form students celebrating impressive results in their final awards for GCSE, A Level and equivalent qualifications.

More House School Year Eleven results, summer 2020

- All candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and nearly half of candidates held Education, Health and Care plans;
- 43% of GCSE and equivalent Level 2 BTEC grades awarded at grades 9 to 6 (equivalent to A* to B, or Distinction* to Merit);
- 88% of grades awarded at 9 to 4 (A* to C, or Distinction* to Level 2 Pass);
- 62% of candidates achieved at least five A* to C equivalent grades, including GCSE English and GCSE Mathematics;
- 52% of More House School candidates achieved at least one A* or A grade (9 to 7, or BTEC Distinction* or Distinction);
- 73% achieved a 9 to 4 Pass in GCSE English (above the national average);
- 74% achieved a 9 to 4 Pass in GCSE Mathematics (above the national average);
- 86% achieved a 9 to 4 Pass in GCSE Science, or the equivalent Level 2 Pass in BTEC Science.

More House School Upper Sixth results, summer 2020

- All candidates overcame the challenges of Dyslexia, Developmental Language Disorder or associated Special Educational Needs, and 58% of the 40 candidates held Education, Health and Care plans;
- 31% of A Level and equivalent Level 3 BTEC grades awarded at A* to A (Distinction* to Distinction);
- 77% of grades awarded at A* to C (Distinction* to Merit);
- 100% Pass rate at GCSE and equivalent Level 3 BTEC combined;
- 100% A* to C in A Level Biology, Chemistry, Computer Science, Design & Technology, English Literature, Music, Photography, and in the A Level equivalent Level 3 *Design...Engineer...Construct!* qualification.

Last year's implementation of a new system for tracking and promoting students' progress associated with the acquisition of skills on a hierarchical scale influenced by Bloom's taxonomy enabled development through the 2019-20 academic year. In each subject area, pupils' skill development is tracked against the following hierarchical progression, with direct relationship with the grade descriptors in every GCSE, A Level and equivalent qualification syllabus:

Knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation

During this year we embedded the approach throughout every academic and therapeutic department and worked towards a comprehensive profile of each pupil's presentation in respect of these skills in all aspects of his curriculum experience. The purpose continues to be to increase teachers' and pupils' own understanding of each learner's developing profile of skill strengths and weaknesses, so that pupils are best enabled to achieve the highest marks in their public examinations, but also to afford more effective information supporting pupils' choices of courses of study, and to prepare them most effectively for success in the workplace and as an independent member of society.

An exciting achievement this year has been the partnership with Surrey Choices, affording bespoke career guidance and work experience opportunities to identified Sixth Form students. This has proved powerful in supporting students less likely to apply to university, to be able to design a future pathway that is aspirational and appropriate in matching their skills, qualifications and ambitions. The school is grateful to The Friends of More House School for supporting this initiative.

In a similar vein, the new independent living skills facility within our senior boarding house was formally opened and put in use during the Michaelmas term (autumn) 2019. This exciting, new facility affords older boarding pupils access to a working, domestic-style kitchen, including domestic facilities for clothes-laundry. Boarders are supported to develop confidence and skills in managing domestic functions in preparation for independent living after school, and they have enjoyed preparing their own breakfasts and evening meals, managing their laundry, and ironing. Pupils' development of independent living skills is tracked through the annual review system and remains a focus within the school's Learning Development Centre curriculum, especially in Occupational Therapy sessions.

External audit

The school commenced the year recognised by the Office for Standards in Education (Ofsted) as performing at the highest grading in every inspection category, both for the educational provision and for the residential and safeguarding provisions, following the three-yearly integrated joint inspections carried out by Ofsted's education and social care departments in March 2019.

The school is inspected annually by Ofsted's Social Care department in respect of its provision for weekly and full-boarders, and was inspected during the 2019-20 academic year in January 2020. The inspection team's findings upheld the previous assessment of the school's provision, issuing the following judgements:

<i>Overall experiences and progress of children and young people, taking into account</i>	<i>outstanding</i>
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<i>How well children and young people are helped and protected</i>	<i>outstanding</i>
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<i>The effectiveness of leaders and managers</i>	<i>outstanding</i>
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The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

Ofsted 2020

The inspection team further commented in their published report:

All the staff share the common aim of providing an excellent boarding experience for the pupils to enhance their learning outcomes and make significant personal and social development to advance their future life chances.

Boarders live in a highly supportive community which enriches their experiences and positively influences their development.

Boarders make excellent progress

Pupils receive targeted support to cope with their learning difficulties

The positive experiences of boarders are directly influenced by the trusting relationships that they form with the staff, who are dedicated to improving boarders' well-being and helping them to build a happy and successful life in the future

Safeguarding pupils is embedded in all aspects of school life. An extremely strong safeguarding ethos is inherent in all the staff's practice, ensuring that the boarders' safety and well-being are paramount

Led by a skilled and experienced designated safeguarding lead, the team of safeguarding officers is proactive and responds effectively to all concerns raised

Behaviour is excellent

The head of boarding and the boarding staff team have in-depth knowledge and understanding of the boarders' specific needs. Working closely with the school's well-being specialists, therapists and safeguarding officers, the boarding staff implement focused and well-thought-out, tailored strategies to support boarders' emotional health

Senior leaders and managers are highly competent, experienced and confident in maintaining a positive culture. Their passion, dedication and aspiration are mirrored by the boarding staff who provide the boarders with experiences and individual support which helps them flourish

Ofsted, 2020

More House School is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), within their Specialist Provision category. The school's accreditation in this respect is reviewed three-yearly requiring a quality-assurance visit conducted by CReSTeD. Our accreditation was due for renewal, triggering an accreditation visit in February 2020. The outcome was the school's re-accreditation for a further three years. The report of the quality-assurance visit conducted by CReSTeD is published by CReSTeD on their website, and on the school's website, together with the assessor's overall summary comment:

I fully recommend that More House School continues to be registered in the SPS category with CReSTeD. Teaching and learning are very sound and meeting the social and emotional needs of the pupils continues to be a high priority. The extensive mainstream curriculum and support sessions are successfully timetabled for individual needs. Staff are energetic and the pupils were seen to respond well to them. The school was recently judged as 'Outstanding' by Ofsted and it is very evident to see why when visiting. The school aims to continually move forward embracing new ideas to advance the provision for the pupils and SEND work in the wider community. A new 6th Form Centre, 'Crosslanes', was opened last year and houses an LDC drop-in support service for the sixth formers. The school runs conferences and training for local schools to help enhance the provision for SEND pupils beyond its doors. It is a popular day and boarding boys school set in the Surrey countryside with a commitment towards ensuring that the pupils achieve highly and develop as individuals.

CReSTeD, 2020

Wellbeing

Our focus on pupils' and employees' wellbeing and mental health has continued to drive development in our practice and provision. The start of the school year in 2019 witnessed the launch of a series of bespoke wellbeing resources, designed and published by the school's wellbeing lead, Ruth Hammond. These unique resources complemented the implementation of a re-designed wellbeing curriculum, incorporating timetabled lessons for pupils. The school also contributed to the Ultimate Wellbeing in Education Conference, arranged by the International Positive Education Network (IPEN), delivering a conference session.

In October 2019, the school's pupil Wellbeing Ambassadors planned and delivered an on-site Grandparents' Tea-party, recognising the vital role grandparents play in so many of our pupils' families. Grandparents were invited to attend an event in our Bradbury Heights room where they learned about the school and how it supports their grandchildren, and were afforded the opportunity to tour the site, hosted by their grandchildren and other pupils. This was a tremendous success.

Teacher-training, staff-development and external professionals'-training

During the 2019-20 academic year we made strong progress in the development of our programmes for teacher-training, ongoing staff-development, and the training of educational professionals external to More House School. Significant achievements include the launching of a Level 4 course accredited by the CPD Standards Office titled 'Approaches to SEN in the classroom', comprising a ten-week study programme addressing participants' understanding of SEN diagnoses and neuro-diversity, applied focus on an individual pupil, applied focus on a whole-class approach, and professional collaboration with colleagues. This course was first conducted during the autumn of 2019, with current members of the More House School staff completing the qualification. External candidates were then invited to participate in a pilot delivery of the course during the spring of 2020, realising their qualifications by Easter.

During the year, the school also supported two members of its teaching staff to complete successfully their Newly Qualified Teacher statutory induction, with oversight from the Independent Schools teacher induction panel (IStip). Another member of the school's staff completed her Qualified Teacher Learning and Skills (QTLS) status and a further member of the teaching team was awarded Advanced Teacher Status (ATS), conferred by the Education and Training Foundation (ETF) following a programme of study and evidencing of skill, knowledge and experience. The school also supported a member of the teaching staff to complete his studies for a Master of Arts degree (MA) in the field of special educational needs.

The school continued to operate a comprehensive induction and training programme for all new employees, with special focus areas for those whose roles are involved in the delivery of teaching, therapy, classroom or teaching department support, or the residential provision.

The school's provision of free-of-charge training for external educational professionals continued through the 2019-20 year with the delivery of the Spotlight Training seminars programme, accessed by a range of school professionals, representing both the independent and the state-maintained sectors locally and further afield, from primary, secondary and further-education settings.

The school delivered specialist training to a breadth of educational professionals at the Independent Schools Association annual SEND conference 2020, hosted at More House School, focusing on the importance of language and the support of neuro-diverse pupils in mainstream classrooms. More House School was also involved in organising and delivering the National SEND Conference for the independent schools' sector, in association with the Independent Schools Council (ISC), hosted in central London in autumn 2019.

COVID-19 response

The impact of the COVID-19 pandemic affected the provision of education nationally, with schools' activities influenced by the national implementation in March 2020 of restrictive measures nearly unimaginable only a few months earlier. More House School's response proved to be effective, and was primarily influenced by a thorough understanding of government and associated instruction and guidance, and by the school's development of a comprehensive COVID-19 Risk Assessment and Management Plan (RAMP), updated in response to the rapidly-developing situation.

From the final week of the Lent (spring) term, a majority of the school's pupils accessed their education remotely from home, with pupils' full curriculum being transferred to a remote-learning platform, *Microsoft Teams*. The school benefitted from strong foundations laid in advance in respect of the teaching and learning operations and use of online working methods, such that the transference in an extraordinarily short time-frame to comprehensive remote-delivery was achieved very smoothly and effectively. During the Easter holiday period, all parents were contacted by the school, and invited to provide feedback on the school's remote learning and pastoral provisions. The response from parents was strong and very positive, and yielded valuable feedback which informed planned development of the online provision arrangements.

In accordance with government expectations, the school remained open throughout the period of national lockdown, providing on-site teaching and care for children identified as especially vulnerable, and those of parents whose roles were deemed critical to the country's COVID-19 response. It was especially pleasing that, with only a week's notice, the school provided a comprehensive holiday-care provision throughout the Easter holidays and the May half-term for the children of critical workers. The selfless generosity of staff-members and senior leaders in realising this response is recognised and celebrated by the school's governors.

Despite the national lockdown, the school developed creative and highly effective approaches to enable the continuity of functions important for pupils' development and for the continuity of the business. Such approaches included the transference to an online, interactive platform of events supporting senior-school pupils to select their non-core Year Nine, and GCSE options, courses; they also included the design of online solutions to ensure the continuity of the school's essential pupil-admissions processes, and the development of our staff and external-professional training programmes to enable effective remote-learning and completion.

Pupils in Year Ten were afforded face-to-face support when restrictions were lightened, and we were delighted to welcome back to site our junior years pupils for the remaining final weeks of the Trinity (summer) term, whilst ensuring the continued quality of the remote-provision for all other pupils. Senior pupils completing accredited qualifications were awarded Centre Assessed Grades (CAGs) that had been subject to rigorous internal regulation and moderation processes, meeting the requirements of guidance issued by the Office of Qualifications and Examinations Regulation (Ofqual). For Upper Sixth students, those grades were then affected by a national moderating algorithm before this external process was scrapped in response to public outcry shortly following A Level results-publication day. Schools' unaltered CAGs were adopted by Ofqual as representing candidates' final awarded grades.

Other achievements

In November 2019, the senior school delivered an exceptional production of the musical *Guys and Dolls* in our Simkins Centre for the Performing Arts. As previously, this was a collaborative production, with girls from local schools also featuring in the cast. It was especially exciting that elderly care-home residents who are supported by More House School pupils through the pen-pals letter-writing scheme, were provided with complimentary seats for a performance.

In February 2020, a new Drum Studio facility was opened by old boy Ned Forster. The Steve Forster Studio, named in memory of Ned's father who tragically died unexpectedly during Ned's final months in the school's Sixth Form, affords purpose-built accommodation for the teaching and practising of kit-drumming – an instrument studied by a large number of More House School pupils.

Other achievements through the year included the design of new structure for the school's Core Leadership Group, and wider Senior Management Team pastoral focus, for September 2020 implementation, approved by the Board of Governors. The strategic review started in the previous year was completed during the year to 31st August 2020, and identified outreach and the provision of training for external professionals as a growth priority for the 2020-21 academic year, building on the significant progress made in this area over the past two years. We also conducted a review of the arrangements for delivering the school's I.T. support services, leading to the recruitment of a new Head of I.T. Services, due to take up the new post in late September 2020. The governors' Finance and Leadership Committee (FLC) reviewed its terms of reference which were approved by the full board of trustees, the terms of reference for the other standing committees (Teaching, Learning and Assessment Committee and Welfare Committee) are due for review and re-adoption in the first part of the new academic year.

School and Community

More House School continued to provide an essential resource to the local and wider community. The School confirms that it has had regard to the Charity Commission's guidance on Public Benefit. Through the year ended 31st August 2020 more than 485 pupils were educated by the school. Those pupils came from a wide breadth of social backgrounds and from a wide geographical area. Approximately half of the parents made no financial contribution to their sons' educations, since those placements were funded by local authorities – more than thirty separate local authorities. The school afforded discounts to local authorities funding places in the school dependent on the total number of pupils funded by each authority. Nearly half of pupils in the school were funded privately, and approximately a fifth of pupils received bursaries. Sixth Form students are provided bursaries relevant to the time spent in the school prior to entering the Sixth Form, and this support is afforded to privately funding families and to local authorities alike.

The Gard'ner Memorial Limited known as More House School
Annual Report and Accounts for the year ended 31st August 2020

Although the majority of the school's income was from public money, through fees associated with placements of pupils who are the subject of Education, Health and Care plans, the school was able to support a small number of families experiencing financial hardship, through the provision of exceptional bursaries or deferment of payment schemes, according to the school's means-testing process, and funded by income not derived from local authority payments.

In addition, due to careful management and the support of the government's Coronavirus Job Retention Scheme, the school was able to support families funding school fees through private means, with moderate fee-discounts during the period of national lockdown, taking effect only on the Trinity (summer) term's invoicing. This equated to an 80% discount on the residential element of the term's fee, and a 25% discount on the day fee. Government instructions provided that local authorities' funding from central government in relation to education would remain unaffected, and that fee arrangements between local government and educational providers should not be altered in response to the COVID-19 restrictions.

During the 2019-20 academic year, the school continued to support other educational professionals and their students far beyond the school's gates, through the provision of free-of-charge, specialist SEND training. This was delivered through the well-established Spotlight Training seminar series, and through the free pilot of the school's new 'Approaches to SEN in the Classroom' Level 4 ten-week course, accredited by the CPD Standards Office (part of the Professional Development Consortium). We also continued to provide informal consultancy and advice for many individual teachers, other educational professionals, parents and schools throughout the year.

In 2020, More House School hosted the Independent Schools Association SEND Conference, and delivered training to a large number of conference delegates.

Additionally, More House School staff support a variety of other schools and charitable trusts by sharing their expertise directly through serving on committees and boards. These include several state-maintained and non-maintained school governorships and independent school governorships, serving on the CReSTeD pre-registration committee, serving on the independent schools' sector's Cross-Association SEND Committee, serving as a trustee and director of the Independent Schools Association, trusteeship of the Helen Arkell Dyslexia Charity, and Safeguarding Officer for children's sports clubs, and for the Guildford Diocesan Guild of Church Bell-ringers. The headmaster also provided expertise free of charge as part of a specially-convened panel addressing parents' questions relating to special educational needs provision at the Independent Schools Show in November 2019.

More House School continues to support the development of SEND understanding and best-practice in the independent schools' sector through the delivery of training courses for school professionals and leadership boards across the country on behalf of the Independent Schools' Association, including the training of school Special Educational Needs and Disabilities Coordinators (SENDCos).

More House School has continued to support trainee Speech and Language Therapists from the University of Reading through the provision of professional experience placements. It also provided free consultancy for the Helen Arkell Dyslexia Charity relating to the relevance of developmental language skills for children and adults with recognised literacy difficulties.

During the year, More House School pupils and staff participated in a multitude of fundraising activities on behalf of other charities and projects. These included an incredible jazz concert at local venue, The Farnham Maltings, raising money for the Phyllis Tuckwell Hospice, a Christmas concert in St Andrew's parish church, Farnham, in aid of the bell-tower restoration appeal, and a Christmas Jumper fundraiser for Naomi House children's hospice. Over the course of the year, pupils donated nearly £4,000 to local, national and international charities, including Macmillan, Unlimbited and the school's charitable projects on behalf of disadvantaged children and families in rural Tanzania which include resourcing educational access for children, and vital health care.

More House School pupils continued to support elderly and vulnerable people within the local area through the Pen Pals letter-writing scheme, coordinated by the school's Learning Development Centre Literacy department staff. Many individual residents of local residential care-homes are now supported through the scheme.

The school has continued to support the local community, and especially youth groups, through the provision of specialist facilities and accommodation free of charge. During the 2019-20 academic year this included providing free access for Churt Juniors Football Club, a local church youth-group, Farnham Youth Choir and Suzuki music groups.

Strategic report

The average number of pupils on roll during the year was 485, realising a substantial increase compared with the previous academic year's average of 472, and continuing an upward trend of previous years. Of those 485 pupils' placements, 253 were funded publicly, by more than thirty different local authorities, for pupils in receipt of an Education, Health and Care Plan.

Following the March 2019 integrated education and social care joint inspections by the Office for Standards in Education, the school's provision at the start of the 2019-20 academic year was graded Outstanding in every reporting area. Under normal circumstances, such a full inspection is due once every three years. However, due to the Department for Education's classification of the school as a 'Residential Special School', the school's provision for weekly and termly boarders is subject to annual inspection by Ofsted's Social Care department. This annual inspection took place in January 2020, realising the following judgements:

Overall experiences and progress of children and young people, taking into account *outstanding*

How well children and young people are helped and protected *outstanding*

The effectiveness of leaders and managers *outstanding*

The residential special school provides highly effective services that consistently exceed the standards of good. The actions of the school contribute to significantly improved outcomes and positive experiences for children and young people.

Ofsted 2020

No requirements of the National Minimum Standards for Residential Special Schools were found to be unmet.

The school is approved by the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD), under their Specialist Provision category. The three-yearly quality-assurance visit as part of the re-accreditation process fell in February 2020, resulting in the school's re-accreditation for the coming three years, and realising some extremely encouraging comments from the visiting CReSTeD consultant.

Managing the health and safety arrangements for employees, pupils and visitors to the school site remains a high priority. During the year to 31st August 2020 a comprehensive, external audit of the school's security arrangements was conducted, yielding a detailed report that was then used to inform development planning. Full external audits of the fire risk-management arrangements were also commissioned, resulting in myriad minor improvements being integrated with the school's ongoing maintenance programme. During the year, the school appointed an Estates Manager from amongst its current workforce; a new role with responsibility for planning for, and managing, the everyday maintenance and strategic development of the school's site and facilities. A residential site officer was also appointed from within the current workforce, providing out-of-hours emergency response and security presence on-site, supported with the staff-residential accommodation located next to the Crosslanes Sixth Form centre.

The challenges prompted by the COVID-19 pandemic realised temporary alteration in the normal delivery of the school's services to its pupils, in line with government directives, but the school responded robustly, developing a comprehensive COVID-19 Risk Assessment and Risk Management Plan (RAMP) that ensured continuity in the delivery of a comprehensive and effective online educational, therapeutic and pastoral provision, complemented by on-site provision for qualifying vulnerable children and those of critical workers. The school even remained open though the Easter holidays and the May half-term in order to provide care for children of workers critical to the national COVID-19 response.

Although the residential provision closed during this period of national lockdown, all other essential school operations continued to function, albeit subject to creative problem-solving. The integrity of the school's comprehensive pupil-admissions assessment processes was retained, and the rates of initial enquiries, and acceptances of offered places remained very strong, realising a very healthy roll for the start of the September 2020 academic year.

Student outcomes in respect of accredited courses at Level 2 (GCSE and equivalent) and at Level 3 (A Level and equivalent) remained exceptionally strong, and a majority of Sixth Form leavers were supported to transitions to university. Others' plans included apprenticeships, other Level 3 studies, and planned gap-years prior to onward progression.

The development of the school's internal Human Resources department was a focus through the year, and resulted in additional staffing resource and improved processes for supporting employees and management functions. A review of the arrangements for delivering the I.T. support services led to the design of a new, senior management role, and the recruitment of a new Head of I.T. Services, to start in September 2020.

A new marketing campaign focused on the school's opportunities for boarding pupils was designed in August 2020 for implementation in the coming academic year.

Essential maintenance to the roof of the Crosslanes Sixth Form centre was planned and carried out during the July and August 2020 period.

A strategic review of the school's development opportunities, conducted by the charity's trustees, was completed during the year, and identified a priority in the further development and expansion of the school's provision of training for educational professionals both part of, and external to, More House School. The governors ended the year in the process of conducting a review of the terms of reference for each of the governors' standing committees.

Future plans

The key areas of focus for strategic management and development planning for the year ahead and beyond comprise:

- COVID-19 management and maintaining the quality of provision and ongoing success of the organisation;
- effective, continuous evaluation and strategic-development planning addressing strengths and opportunities;
- development and expansion of the school's teacher-training, ongoing staff-development, and provision of training for external (non-More House School) educational professionals;
- investment in the I.T. network and resources to provide resilience and support strategic aims;
- capital development of the site and facilities in response to identified need;
- development of the marketing arrangements for boarding placements;
- zero-based risk-register review;
- external audit of the school's governance arrangements to ensure effective and best practice.

COVID-19 management

The governors recognise the challenges posed by the pandemic are likely to affect school operations and provision for pupils throughout the coming academic year and beyond. The manner in which the school's management and leadership meet these challenges, with appropriate challenge and support from the school's governing body, is integral to the success of the school in realising the best experience for pupils, employees and their respective families, and in ensuring the strength of the organisation for the future. The governors intend to continue their practice of convening regularly a COVID-19 committee to work closely with the school's headmaster and bursar, until such a time as this arrangement is deemed no longer necessary. Those meetings, initiated in March 2020 in response to the first lockdown routinely examine the school's position in terms of operations, financial position, and human resources.

Evaluation and development-planning

The governors identify the operation of continuous, rigorous and objective self-evaluation and strategic development-planning as an essential element of the school's continued success in realising its ambition as a centre of excellence in all aspects of its work, and as a world leader in the education and support of intelligent pupils with Specific Learning Difficulties, Developmental Language Disorders and associated conditions, transforming such children's futures by empowering them.

Embedded processes of departmental evaluation and development-planning feed into whole-school arrangements for identifying strengths, weaknesses and opportunities, ensuring effective evaluation. During the coming academic year 2020-21 the school's strategic development plan will be subject to comprehensive review before being adopted by the board of governors.

Staff and professionals' training

Building on the success of the piloted Level 4 accredited course, for More House School staff and for external professionals, the governors are ambitious for the expansion of this provision, recognising the benefit for teachers and pupils far beyond More House School's gates at a time when the physical constraints of the school site make continued growth in pupil numbers unfeasible. It is therefore intended to widen access to this training, developing a sustainable format and expanding the offer to include other courses and associated resources. This is an exciting project which the governors recognise as yielding direct benefit to increasing numbers of children and young people, as a greater number of educational professionals improve their understanding, confidence and skill in supporting effectively neuro-diverse learners.

I.T. development

With the appointment of a new Head of I.T. Services, whose role includes membership of the school's Senior Management Team, the governors intend to develop a strategic I.T. development plan addressing the organisation's needs in respect of its core purposes and planned strategic objectives. The governors plan for appropriate resourcing of such a plan, identifying the essential nature of the work in realising the school's future plans.

Capital development

The nature of the school site requires ongoing commitment to the maintenance and development of the school's fabric and facilities. This ensures the school's resources support effectively the needs of pupils and the school, and address issues of ageing temporary wooden structures erected in the 1990s. The following projects are identified as likely priorities:

- provision of discrete Human Resources office space, obtained through reorganisation of the current Finance department floor-plan (expected completion 2020-21);
- creation of an all-weather multi-use games pitch (MUGA) using the Crosslanes paddock, addressing the identified lack of sufficient facilities for meeting pupils' physical education and sports development needs, including the provision of a small pavilion comprising two changing-rooms and space to support the activities of The Friends of More House School, and also including development of a new access roadway improving pedestrians' safety and the management of vehicles (expected completion 2021-22);
- re-development of the St Matthew's buildings adjacent to Main House, realising improvement to the surgery facilities, and to the teaching and prep.-room facilities for the Science department, and providing facilities for catering and estates employees (expected completion 2022);
- re-development of the St David's and I.T. Support Services block, and of the Don Bosco Mathematics department block (expected completion 2023-5);
- re-development and possible relocation of the swimming-pool, to provide indoor facility (expected completion 2026).

Marketing of boarding placements

Whilst the school roll has continued to climb over past years, the school has been less successful in maintaining full-capacity in respect of residential boarding placements. It is recognised that this is reflective of national trends but the school is confident in the exceptional opportunities afforded to children and young people by the school's outstanding boarding provision. Developing the school's approach to raising awareness of the facility amongst four key stakeholder groups is therefore a priority for the coming academic year. Those identified groups are:

- SEND placement commissioners in local authorities, other educational professionals;
- other educational professionals, including Educational Psychologists, Speech & Language Therapists, Occupational Therapists, legal advocates and school placement consultants;
- independent prep. school headteachers and SENDCos; and
- parents of current More House School day pupils.

Risk-register

The governors plan to conduct a zero-based review of all risks associated with the school's operations and future plans in order to ensure risks are managed proportionately and effectively, and that the charity's trustees continue to fulfil their legal obligations in respect of risk-management. This zero-based review is planned to be completed during the first half of the 2020-21 academic year.

Governance audit

The board of governors plans the commissioning of an external audit of the strengths and development-opportunities of the school's governance arrangements. It is anticipated that the audit will be carried out by the Association of Governing Bodies of Independent Schools (AGBIS). This audit is expected to be completed, realising a report and recommendations, during the coming 2020-21 academic year.

The governors are also in the process of reviewing the terms of reference informing the activities and responsibilities of each of its three standing committees. This work is planned to be completed early in the 2020-21 academic year, but is likely to benefit from further scrutiny during the planned AGBIS governance-audit. The governors also expect to conduct a review of the school's governing documents, its 'Articles of Association'.

Risk

The Governing Body, which recognises its statutory obligations in respect of risk management, works with the Headmaster and Bursar on an on-going basis, to keep the school's activities under review, particularly with regard to any major risks that may arise from time to time, as well as the systems and procedures established to manage them. The Headmaster and Bursar monitor the effectiveness of the system of internal controls and reports to the Governing Body in detail on an annual basis. The Governors believe the major risks identified by this process (fire, accidents & injuries, loss of income, fraud, cyber-attacks) have been mitigated to an acceptable level through the extensive and comprehensive use of risk assessments recorded in a risk register, robust internal control systems, extensive insurance cover, and other appropriate controls.

The imposition from 1st September 2019 of a 43% increase in employers' contributions to the Teachers' Pensions Scheme has highlighted the risk of ever-increasing contributions of indeterminate amount. This has led the Governors to review the risk to the School's ability to fund future development of the school, and therefore the School's membership of the scheme. The results of this review will be completed in 2021-22

With an on-going decline in boarding numbers, the viability of offering this facility in its current format is at risk, and therefore risks an adverse effect on pupil numbers and the School's finances.

With many of the School's buildings being of wooden construction, preventative maintenance for all buildings is an essential part of mitigating the risk of major repairs and reconstruction in the future, which could lead to risks to the School's ability to deliver education to the pupils at the same high level. Planned development of the site, including the redevelopment of the St Matthew's complex of building, St David's and the IT Services Support Services block and the Don Bosco Mathematics department will see further mitigation of the risks as these buildings are replaced. However, commitment to these projects is a risk to the school's having sufficient funds to deliver its primary purpose, the education and well-being of its pupils. This risk is mitigated by forward planning to ensure that reserves remain at the level necessary to fulfil all the school's commitments.

A review of the school's IT facilities has concluded that there is a considerable risk of failure, risking the school's ability to deliver education both on-site and remotely, and maintain its Administrative functions. This risk is being mitigated by the appointment of a professional Head of IT Services and the allocation of funds for the upgrading of the school's IT resources.

A further risk to the school's ability to provide the appropriate level of education and support is the recruitment and retention of suitably qualified staff. Therefore, the levels of remuneration offered by the maintained sector are closely monitored, as is that offered by the NHS Agenda for Change in respect of our Learning Development and Nursing staff.

As part of its strategy to contain the spread of the Covid-19 pandemic, the government required all schools in England to close to all pupils from 23rd March 2020, other than for those whose parents were Key Workers, or pupils who were vulnerable if staying at home. This put at risk the school's ability to deliver education to its pupils, thereby risking its income for the period of closure. This risk was mitigated by the introduction of a comprehensive programme of remote learning, which has been widely supported by parents. A further government-

imposed closure on 5th January 2021 put at risk the school's income for the spring term. This risk is again mitigated by the provision of a very comprehensive programme of remote learning.

Finance review

The net income for the year comprised:

	2019-20	2018-19	Variance
Charitable Income	£8,492,625	£8,318,703	£133,626
Investments	£8,418	£10,499	-£2,081
Donations etc.	£13,990	£27,271	-£13,281
Total Gross Income	£8,515,033	£8,356,473	£118,264
Raising Funds Expenditure	£116,204	£110,001	£6,203
Charitable Expenditure	£7,628,983	£7,666,722	-£37,739
Total Expenditure	£7,745,187	£7,776,723	-£31,536
Net Income	£769,846	£579,750	£149,800

Income was £190,096 higher than the previous year reflecting the 3% increase in fees, thirteen additional pupils, participation in the government's Covid Job Retention Scheme, and discounts to private parents due to remote learning in the summer term of 25% off day fees and 80% off boarding fees. With the closure of the school in the third week of March, other than to children of key workers and those children deemed to be vulnerable, Expenditure overall was £31,536 lower than last year. The main constituents are teaching £179,400 higher, maintenance £64,600 lower, catering £110,100 lower and administration £61,500 lower. This produced the favourable net income variance of £190,096..

Investment in Fixed Assets during the year comprised:

Freehold Land & Buildings	Crosslanes	£2,134
	Kitchen	£10,255
	Handrails	£11,888
		£24,277
Furniture and Equipment	Drum Studio	£10,787
	Computers	£11,190
		£21,977
	Total Additions	£46,254

The school's lower than usual activity in investing in its facilities represents the retention of funds in preparation for the Site Development Project scheduled for 2020-21. This exciting project comprises the provision of an all-weather multi-use games area (MUGA), new pavilion and new roadway to better control traffic on site.

Resources

The programme of improvement to buildings was paused this year, since funds were retained for the Site Development Project. Further improvement and refurbishment is contemplated in line with the school's ten-year building development plan and the school's main overall strategic development plan that addresses all aspects of the school's composition. The school's management believes it is well resourced,

but resources can go out of date quickly and need renewal regularly. Renewal is very important in the lifecycle of the school and therefore staff undergo regular training, including safeguard training, the curriculum taught at the school undergoes regular review, its technology is updated in order to keep staff and students at the leading edge of innovation and this includes updating to the newest software packages under a licenced Microsoft scheme for schools and other technologies. Boarding accommodation is maintained so as to offer a welcoming, clean and homely feeling to boarders and classrooms are resourced so as to provide an environment conducive to teaching and learning. The Governors believe the school is appropriately resourced.

Fundraising

The School carries out no fundraising activities with the public and consequently has had no complaints in this respect.

Investment powers, policy and performance

The income and property of the company whencesoever derived shall be applied solely towards the promotion of the charitable objects of the company as set forth in the Memorandum. To achieve this, the school aims to implement an efficient structured and effective method of working to ensure More House School finances are kept safe and secure so as they can be made readily available to service the growing needs of the school. Investment regarding capital projects are authorised by the Board of Governors in conjunction with recommendations from the Finance & Leadership Committee. More House School's Financial Policy is for progression of the school to be achieved only as funds allow without the aid of additional borrowing. Here at More House educational needs must always be the driving influence. We are always attentive to the opportunities available that will optimise the teaching our students receive and the learning potential that can be gained. Financial management will show evidence whether sufficient funds can be made available to change a suggested possibility into reality. This policy has proved its worth over the many years that More House School has been growing and adapting itself to the 'futures' environment. Using external funding for the purchase of external assets such as land and housing which could in the future be sold off without detriment to the School is permissible under this policy.

Reserves

The School's policy is to generate and maintain reserves primarily to fund projects aimed at maintaining or improving the fabric and facilities of the school and dependent upon risk to which the organisation may be exposed from time to time. As a School operating 'not for profit' our reserves are kept to the lowest baseline that will ensure its continuance. Therefore, the specific level of reserves that is deemed necessary may change from year to year as determined by the Board of Governors but never less than 1.5 months' total salary costs equivalent to 8% of income. As most staff are on two/three months' notice, it is intended as funds allow to seek to maintain reserves equivalent to 3 months' total salary costs, currently £1,490,305, equivalent to 17.6% of income. At times, when larger projects are planned or underway this may mean retaining reserves from one year to be used in the subsequent year(s). Reserves must be realistic and it is recognised that they will not be able to cover every risk to the organisation, but can go some way to giving the management of the School time to undertake damage limitation and manage the prevailing conditions. The Governors require reserve funds ordinarily to be kept on deposit and thus to gain bank interest (subject to the prevailing economic environment). Generated funds at the end of each financial year are transferred into School reserves and thereafter controlled under the authorisation of the Governors.

The Governors monitor the reserves of the school by considering the availability of cash compared with the demands of the School's expenditure against the timing of its income. As with other schools our cash flow is affected by the timing of the fees and receipts from parents and LEAs. The school continues to be exposed to the weight of LEAs withholding payments in an attempt to influence/decide upon the setting of our fees as opposed to the school's Trustees and Board of Directors. This continues to be particularly disturbing both operationally and financially for the school and is therefore causing the Governors to keep greater funds in reserve due to the behaviour of some LEAs each autumn term. At the end of 31 August 2020, the School held reserves of £1,901,592. This level of reserves reflects the school's financial commitment, its preparation for the School Development Project and the contingency of three months' salary costs. The School has also designated the sum of £11,319,302 in a fixed asset fund. Restricted reserves for the exception of £2,000 were expended for the purpose for which they were given.

Statement of Governors' responsibilities

The Governors, as directors of the charitable company, are responsible for preparing the Governors' Report and the financial statements in accordance with applicable law and regulations.

Company law requires the directors to prepare financial statements for each financial year. Under that law the directors have elected to prepare the financial statements in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law). Under company law the directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the company and of the profit or loss of the company for that period. In preparing these financial statements, the directors are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the company will continue in business.

The directors are responsible for keeping adequate accounting records that are sufficient to show and explain the company's transactions and disclose with reasonable accuracy at any time the financial position of the company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

So far as each of the directors is aware at the time the report is approved:

- there is no relevant audit information of which the company's auditors are unaware; and
- the directors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

AUDITORS

A resolution proposing the re-appointment of Haysmacintyre LLP as auditors to the company will be put to the annual general meeting.

In approving this Governors' Report, the Governors are also approving the Strategic Report included here in their capacity as Company Directors.

Approved by the Board of Directors at its meeting on 11th March 2021 and signed on its behalf by:

Sean Collins

Governor
Sean Collins (Chairman)

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL

Opinion

We have audited the financial statements of More House School, The Gard'ner Memorial Limited for the year ended 31 August 2020 which comprise the Statement of Financial Activities, Balance Sheet, Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 *The Financial Reporting Standard applicable in the UK and Republic of Ireland* (United Kingdom Generally Accepted Accounting Practice).

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2020 and of the charitable company's net movement in funds, including the income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Responsibilities of governors for the financial statements

As explained more fully in the governors' responsibilities statement set out on page 20, the governors (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the governors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the governors are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the governors either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the governors' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the governors have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charitable company's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Other information

The governors are responsible for the other information. The other information comprises the information included in the Governors' Annual Report and the Report of the Chair of Trustees. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

INDEPENDENT AUDITORS REPORT TO THE MEMBERS OF THE GARD'NER MEMORIAL LIMITED, MORE HOUSE SCHOOL (continued)

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Governors' Annual Report (which incorporates the strategic report and the directors' report) for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Governors' Annual Report (which incorporates the strategic report and the directors' report) has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Governors' Annual Report (which incorporates the strategic report and the directors' report).

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept by the charitable company; or
- the charitable company financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of governors' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an Auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.



*Kathryn Burton (Senior statutory auditor)
for and on behalf of Haysmacintyre LLP, Statutory Auditor*

Date: **12th April 2021**

*10 Queen Street Place
London
EC4R 1AG*

**STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 AUGUST 2020**

		Unrestricted Funds £	Restricted Funds £	Total 2020 £	Total 2019 £
INCOME FROM:	Notes				
Charitable activities:					
- School fees receivable	1	8,195,514	-	8,195,514	8,159,762
- Other school income	2	297,111	-	297,111	158,941
Investments – interest		8,418	-	8,418	10,499
Voluntary sources:					
- Appeal and other donations		13,990	-	13,990	27,271
		<u>8,515,033</u>	<u>-</u>	<u>8,515,033</u>	<u>8,356,473</u>
EXPENDITURE ON:					
Raising funds:					
- Fundraising and development		19,602	-	19,602	19,875
- Finance and other costs		96,602	-	96,602	90,126
		<u>116,204</u>	<u>-</u>	<u>116,204</u>	<u>110,001</u>
Charitable Expenditure:					
School operating costs					
- Teaching costs		4,764,886	-	4,764,886	4,640,237
- Boarding and catering		1,190,689	-	1,190,689	1,266,322
- Premises		966,972	-	966,972	1,031,231
- Support and governance costs		706,436	-	706,436	728,932
Total expenditure	3	<u>7,745,187</u>	<u>-</u>	<u>7,745,187</u>	<u>7,776,723</u>
Net Income/net movement in funds		769,846	-	769,846	579,750
RECONCILIATION OF FUNDS					
Total funds brought forward		12,451,048	2,000	12,453,048	11,873,298
Total funds carried forward	12	<u>£13,220,894</u>	<u>£2,000</u>	<u>£13,222,894</u>	<u>£12,453,048</u>
		=====	=====	=====	=====

A summary Income and Expenditure account has not been prepared as this information is given above. The results above are in respect of continuing activities.

The notes on pages 27 to 40 form part of these financial statements.

BALANCE SHEET

AS AT 31 AUGUST 2020

COMPANY NUMBER 523768

		2020		2019	
	Notes	£	£	£	£
FIXED ASSETS	5		13,270,044		13,600,894
CURRENT ASSETS					
Debtors	6	76,150		20,462	
Cash at bank and in hand		3,063,911		1,578,228	
		<hr/>		<hr/>	
		3,140,061		1,598,690	
CREDITORS: Amounts falling due within one year					
Fees in advance		(683,616)		(261,469)	
Other creditors	7	(657,795)		(507,930)	
		<hr/>		<hr/>	
		(1,341,411)		(769,399)	
NET CURRENT ASSETS			1,798,650		829,291
			<hr/>		<hr/>
TOTAL ASSETS LESS CURRENT LIABILITIES			15,068,694		14,430,185
CREDITORS: amounts falling due after more than one year					
	8		(1,845,800)		(1,977,137)
			<hr/>		<hr/>
TOTAL NET ASSETS			£13,222,894		£12,453,048
			=====		=====
FUNDS:					
UNRESTRICTED FUNDS	12				
– GENERAL			1,901,592		2,295,812
– DESIGNATED			11,319,302		10,155,236
RESTRICTED FUNDS	12		2,000		2,000
			<hr/>		<hr/>
TOTAL			£13,222,894		£12,453,048
			=====		=====

The financial statements were approved and authorised for issue by the Board of Directors on 11th March 2021 and were signed below on its behalf by:

Sean Collins

John Stares

Sean Collins (Chairman)

John Stares (Deputy Chairman)

The notes on pages 27 to 40 form part of these financial statements.

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2020

	2020		2019	
	£	£	£	£
Cash flows from operating activities:				
<i>Net cash provided by operating activities (Note 18)</i>		1,635,094		(161,410)
Cash flows from investing activities:				
Interest from investments	8,418		10,499	
Purchase of tangible fixed assets	(46,254)		(516,137)	
<i>Net cash used in investing activities</i>		(37,836)		(505,638)
Cash flows from financing activities:				
Repayment of loan	(111,576)		(107,682)	
<i>Net cash used in financing activities</i>		(111,576)		(107,682)
Change in cash and cash equivalents in the year		1,485,682		(774,730)
Cash and cash equivalents at the start of the year		1,578,228		2,352,958
Cash and cash equivalents at the end of the year		£3,063,911		£1,578,228

ANALYSIS OF CHANGES IN NET DEBT

	At 1 September 2019	Cash flows	Other non-cash changes	At 31 August 2020
	£	£	£	£
Cash and bank	1,578,228	1,485,683	-	3,063,911

The notes on pages 27 to 40 form part of these financial statements.

ACCOUNTING POLICIES

FOR THE YEAR ENDED 31 AUGUST 2020

a) Basis of Accounting

The financial statements have been prepared in accordance with the Statement of Recommended Practice for Charities (SORP 2015) (Second Edition, effective 1 January 2019, the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

The Gard'ner Memorial Limited More House School meets the definition of a public benefit entity under FRS 102. Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy note(s).

b) Preparation of the accounts on a going concern basis

Having assessed the school's financial position and plans for the foreseeable future, the risks to which the School is exposed including the ongoing impact of the Covid-19 pandemic and the detailed cash projections and budgets to August 2022, the Governors are satisfied it remains appropriate to prepare the accounts on a going concern basis. There are no material uncertainties regarding the School's going concern status.

c) Critical accounting judgements and key sources of estimation uncertainty

In the application of the accounting policies, Governors are required to make judgement, estimates, and assumptions about the carrying value of assets and liabilities that are not readily apparent from other sources. The estimates and underlying assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates.

The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised if the revision affects only that period, or in the period of the revision and future periods if the revision affected current and future periods.

In the view of the governors, no assumptions concerning the future or estimation uncertainty affecting assets or liabilities at the balance sheet date are likely to result in a material adjustment to their carrying amounts in the next financial year.

ACCOUNTING POLICIES (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2020

d) **Income recognition**

All income is recognised once the School has entitlement to the income, it is probable that the income will be received and the amount of income can be measured reliably.

Fees receivable and charges for services and use of the premises, less any allowances, scholarships, bursaries granted by the School against those fees, but including contributions received from restricted funds, are accounted for in the period in which the service is provided.

Voluntary incoming resources are accounted for as and when entitlement arises, the amount can be reliably quantified and the economic benefit to the School is considered probable. Voluntary income for the School's general purposes is accounted for as unrestricted and is credited to the General Reserve. Where the donor or an appeal has imposed trust law restrictions, donation income is credited to the relevant restricted fund and incoming endowments are accounted for as permanent trust capital or expendable trust capital, according to whether the donor intends retention is to be permanent or not.

Investment income from bank balances and fixed interest securities is accounted for on an accruals basis.

e) **Government grants**

Government grant income represents the total amount claimed from HM Revenue and Customs under the Coronavirus Job Retention Scheme (CJRS). The income is accounted for in the period in which the associated salary payments are made to furloughed staff.

f) **Expenditure**

Expenditure is accrued as soon as a liability is considered probable, discounted to present value for longer-term liabilities. Expenditure attributable to more than one cost category in the SoFA is apportioned to them on the basis of the estimated amount attributable to each activity in the year, either by reference to staff time or the use made of the underlying assets, as appropriate. Governance costs comprise the costs of complying with constitutional and statutory requirements. Irrecoverable VAT is included with the item of expenditure to which it relates.

g) **Fixed Assets**

All fixed assets are stated at cost less depreciation. Expenditure on fixed assets is capitalised where the cost (or the value if donated) is in excess of £5,000.

Depreciation is provided to write off the cost of fixed assets, other than freehold land, using the following methods:

Freehold buildings - 50 years

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2020

Furniture and equipment	- 10 years
Computer equipment	- 4 years
Motor vehicles	- 5 years
Leased assets	- Over the life of the lease

h) Hire Purchase and Finance leases

Assets obtained under hire purchase and finance leases are capitalised as tangible fixed assets. These assets are depreciated over the shorter of the lease term and their useful lives. Finance leases are those where substantially all of the benefits and risks of ownership are assumed by the company. Obligations under such agreements are included in creditors net of the finance charges allocated to future periods. The finance element of the rental payment is charged to the Statement of Financial Activities so as to produce a constant periodic rate of charge on the net obligations outstanding in each period.

i) Pensions

Retirement benefits to employees of the School are provided through two pension schemes, one defined benefit and one defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The Teachers' Pension Scheme - this scheme is a multi-employer pension scheme. It is not possible to identify the College's share of the underlying assets and liabilities of the Teachers' Pension Scheme on a consistent and reasonable basis and therefore, as required by FRS102, accounts for the scheme as if it were a defined contribution scheme. The School's contributions, which are in accordance with the recommendations of the Government Actuary, are charged in the period in which the salaries to which they relate are payable.

Personal Pension Plan - this is a defined contribution group personal pension plan with Prudential or NEST. Employer's pensions costs are charged in the period in which the salaries to which they relate are payable.

j) Funds

The different funds are defined as follows:

Restricted funds are those funds which are to be used in accordance with specific instructions imposed by the donor or trust deed.

ACCOUNTING POLICIES (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2020

Unrestricted funds are those funds available to the School for its general purposes. It is the policy of the governors to retain in unrestricted funds, amounts which in their judgement, can help to mitigate the short-term effects of income volatility and retain funds to generate sufficient income to meet current and future operational activities of the School.

k) Debtors

Fee and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

l) Cash at bank and in hand

Cash at bank and in hand includes bank accounts, cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

m) Creditors and provisions

Creditors and provisions are recognised where the School has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2020**

1. FEES RECEIVABLE	2020	2019
	£	£
Fees receivable consist of:		
School fees	9,226,896	8,954,842
Less: bursaries, grants and allowances	(1,031,382)	(795,080)
	<u>£8,195,514</u>	<u>£8,159,762</u>
	=====	=====

2. CHARITABLE ACTIVITIES – OTHER INCOME	2020	2019
	£	£
Extras and other educational income	31,901	96,421
Registration fees	17,500	18,250
Government grants – job retention scheme	246,475	-
Sundry income	1,235	44,270
	<u>£297,111</u>	<u>£158,941</u>
	=====	=====

3. ANALYSIS OF TOTAL EXPENDITURE -2020				Total	Total
	Staff costs	Other	Depreciation	2020	2019
	£	£	£	£	£
Raising funds:					
Fundraising and development	-	19,602	-	19,602	19,875
Finance costs	-	96,602	-	96,602	90,125
Charitable Activities:					
School operating costs:					
Teaching	4,432,668	332,218	-	4,764,886	4,640,237
Boarding and catering	849,621	327,734	-	1,177,355	1,266,322
Premises	139,706	463,497	377,103	980,306	1,031,231
Support and governance	432,262	274,174	-	706,436	728,932
	<u>£5,854,257</u>	<u>£1,527,161</u>	<u>£377,103</u>	<u>£7,745,187</u>	<u>£7,776,722</u>
	=====	=====	=====	=====	=====

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2020**

ANALYSIS OF TOTAL EXPENDITURE – 2019

	Staff costs	Other	Depreciation	Total 2019
	£	£	£	£
Raising funds:				
Fundraising and development	-	19,875	-	19,875
Finance costs	-	90,125	-	90,125
Charitable Activities:				
School operating costs:				
Teaching	4,102,060	538,177	-	4,640,237
Boarding and catering	840,179	426,143	-	1,266,322
Premises	115,831	556,107	359,383	1,031,231
Support and governance	470,885	258,047	-	728,932
	<u>£5,528,955</u>	<u>£1,888,384</u>	<u>£359,383</u>	<u>£7,776,722</u>
	=====	=====	=====	=====

Support and governance costs all relate to the direct operating costs of the school and principally comprise the following:

	2020	2019
	£	£
Administrative staff costs	432,263	400,000
Termination Settlement	-	70,885
Office running costs	64,393	66,100
Professional fees	70,647	38,129
Travel	3,333	5,965
Other	123,800	136,801
Governance costs	12,000	11,052
	<u>£706,436</u>	<u>£728,932</u>
	=====	=====

Expenditure includes:

Auditors remuneration: Audit	12,000	11,052
Operating lease payments – plant, machinery and minibuses	33,159	33,125
Interest payable on finance leases	-	-
	=====	=====

**NOTES TO THE ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2020**

4. STAFF COSTS:	2020	2019
	£	£
Salaries and wages	4,750,942	4,635,481
Social security costs	448,517	427,345
Pension contributions	645,883	459,652
Apprentice Levy	8,915	6,477
	<u>£5,584,257</u>	<u>£5,528,955</u>
	=====	=====

The average number of employees during the year was made up as follows:

	2020	2019
Teaching	120	115
Other	53	51
	<u>173</u>	<u>166</u>
	=====	=====

The number of staff on a full time equivalent basis was as follows:

Teaching – full-time	79	75
Teaching – part-time	23	26
	<u>102</u>	<u>101</u>
Other – full-time	31	37
Other – part-time	13	14
	<u>44</u>	<u>51</u>
	<u>146</u>	<u>152</u>
	=====	=====
Total full-time equivalent employees	146	152

The governors or persons connected with them received remuneration or other benefits from the school of £765 (2019 – nil).

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

The company is a registered charity and therefore not liable to taxation on its charitable income or capital gains. During the year there was one higher paid employee earning between £60,000-£70,000; one between £70,000-£80,000; and one between £100,000-£110,000 (2019: one between £90,000-£100,000 and one between £150,000-£160,000). The school made employer's pension contributions of £37,319 (2019: £29,525) on behalf of the higher paid employees.

The higher banding in 2019 is a result of a settlement made to a member of staff within the year. Termination and redundancy related payments totalled £70,885.

Staff benefits paid to key management personnel amounted to £ 543,435 (2019 - £553,979).

5. FIXED ASSETS	Freehold Land	Freehold Buildings	Furniture & Equipment	Motor Vehicles	Total
	£	£	£	£	£
COST					
As at 1 September 2019	1,321,036	15,042,233	951,016	83,023	17,397,308
Additions	-	24,277	21,977	-	46,254
Disposals	-	-	-	-	-
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
As at 31 August 2020	1,321,036	15,066,510	972,993	83,023	17,443,562
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
DEPRECIATION					
As at 1 September 2019	-	2,949,044	770,675	76,696	3,796,415
Charge for year	-	302,619	72,457	2,027	377,103
Disposals	-	-	-	-	-
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
As at 31 August 2020	-	3,251,663	843,132	78,723	4,173,518
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
NET BOOK VALUE					
At 31 August 2020	£1,321,036	£11,814,847	£129,861	£4,300	£13,270,044
	=====	=====	=====	=====	=====
At 31 August 2019	£1,321,036	£12,093,191	£180,342	£6,326	£13,600,894
	=====	=====	=====	=====	=====

The net book value of assets held under finance lease and hire purchase agreements at 31 August 2020 was £26,333 (2019: £40,000). These assets are all operational.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

6. DEBTORS	2020	2019
	£	£
Fee debtors	22,378	-
Sundry debtors	50,296	18,003
Prepayments	3,476	2,459
	<u>£76,150</u>	<u>£20,462</u>
	=====	=====
7. OTHER CREDITORS: amounts falling due within one year	2020	2019
	£	£
Trade creditors	87,519	39,032
Social security and other taxes	111,603	108,686
Other creditors	309,528	223,979
Accruals	17,537	11,052
Bank loan (see note 9 below)	118,275	111,848
Obligations under finance leases (see below)	13,333	13,333
	<u>£657,795</u>	<u>£507,930</u>
	=====	=====
8. CREDITORS: amounts falling due after one year	2020	2019
	£	£
Bank loan (see note 9 below)	1,832,467	1,950,470
Obligations under finance leases	13,333	26,667
	<u>£1,845,800</u>	<u>£1,977,137</u>
	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

9. BANK LOANS	2020	2019
	£	£
Bank loans are payable as follows:		
Within one year	118,275	111,848
Within one to two years	121,965	111,205
Between two and five years	543,668	544,311
After five years	1,166,829	1,402,636
	<u>£1,950,737</u>	<u>£2,170,000</u>
	=====	=====

The above loan consists of two elements – a fixed rate part at an interest rate of 4.15% and a variable part at 2.75% above base rate. The initial agreement runs until 2023 when it is expected to be renewed. The loans are secured on the school's assets.

10. FINANCE LEASES	2020	2019
	£	£
The total future minimum lease payments were as follows:		
Due within one year	13,333	13,333
Obligations under finance leases	13,334	26,667
	<u>£26,667</u>	<u>£40,000</u>
	=====	=====

11. MEMBERS GUARANTEE

The Gard'ner Memorial Limited is a company limited by guarantee. There is therefore no share capital. At 31 August 2020 there were nine members of the company, who were also the Trustees. Each member guarantees to contribute 5p in the event of the company being wound up.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

12. MOVEMENT IN FUNDS - 2020	Balance at				Balance at
	1 September	Income	Expenditure	Transfers	31 August
	2019	£	£	£	2020
	£	£	£	£	£
Unrestricted					
- General Fund	2,295,812	8,515,033	(7,745,187)	(1,164,066)	1,901,592
- Designated Fund	10,155,236	-	-	1,164,066	11,319,302
Restricted					
- Appeal Fund	2,000	-	-	-	2,000
	<u>£12,453,048</u>	<u>£8,515,033</u>	<u>£(7,745,187)</u>	<u>-</u>	<u>£13,222,894</u>
	=====	=====	=====	=====	=====

Donations and other income relating to the School Appeal were added to the restricted fund and used to mark the 75th Anniversary of the School by raising funds for a new Library and Media Centre. Any unspent income from the Appeal remains as restricted funds to be used in subsequent years.

The designated fund represents amounts tied up in fixed assets less mortgage loans in respect of those assets.

MOVEMENT IN FUNDS - 2019	Balance at				Balance at
	1 September	Income	Expenditure	Transfers	31 August
	2018	£	£	£	2019
	£	£	£	£	£
Unrestricted					
- General Fund	2,295,812	8,474,737	7,745,187	-	3,025,362
- Designated Fund	10,155,236	-	-	-	10,155,236
Restricted					
- Appeal Fund	2,000	-	-	-	2,000
	<u>£12,453,048</u>	<u>£8,474,737</u>	<u>£7,745,187</u>	<u>£-</u>	<u>£13,182,598</u>
	=====	=====	=====	=====	=====

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

13. ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2020

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,270,044	1,796,650	(1,845,800)	13,220,894
Restricted	-	2,000	-	2,000
	-----	-----	-----	-----
	£13,270,044	£1,798,650	£(1,845,800)	£13,222,894
	=====	=====	=====	=====

ANALYSIS OF NET ASSETS BETWEEN FUNDS – 2019

	Fixed Assets £	Net Current Assets £	Long Term Liabilities £	Total £
Unrestricted	13,598,894	829,291	(1,977,137)	12,451,048
Restricted	2,000	-	-	2,000
	-----	-----	-----	-----
	£13,600,894	£829,291	£(1,977,137)	£12,453,048
	=====	=====	=====	=====

14. CAPITAL COMMITMENTS

	2020 £	2019 £
Commitments for future capital expenditure not provided for in these accounts are:		
Authorised and contracted for	20,016	-
	=====	=====

NOTES TO THE ACCOUNTS (Continued) FOR THE YEAR ENDED 31 AUGUST 2020

15. PENSION COMMITMENTS

Retirement benefits to employees of the School are provided through two pension schemes, one defined benefit and one defined contribution. The pension costs charged in the Statement of Financial Activities are determined as follows:

The School participates in the Teachers' Pension Scheme ("the TPS") for its teaching staff. The pension charge for the year includes contributions payable to the TPS of £517,118 (2019: £368,605). There were contributions of £59,517 owing at the year-end (2019 - £44,427).

The TPS is an unfunded multi-employer defined benefits pension scheme governed by The Teachers' Pensions Regulations 2010 (as amended) and The Teachers' Pension Scheme Regulations 2014 (as amended). Members contribute on a "pay as you go" basis with contributions from members and the employer being credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

The employer contribution rate is set by the Secretary of State following scheme valuations undertaken by the Government Actuary's Department. The most recent actuarial valuation of the TPS was prepared as at 31 March 2016 and the Valuation Report, which was published in March 2019, confirmed that the employer contribution rate for the TPS would increase from 16.4% to 23.6% from 1 September 2019. Employers are also required to pay a scheme administration levy of 0.08% giving a total employer contribution rate of 23.68%.

The 31 March 2016 Valuation Report was prepared in accordance with the benefits set out in the scheme regulations and under the approach specified in the Directions, as they applied at 5 March 2019. However, the assumptions were considered and set by the Department for Education prior to the ruling in the 'McCloud/Sargeant case'. This case has required the courts to consider cases regarding the implementation of the 2015 reforms to Public Service Pensions including the Teachers' Pensions.

On 27 June 2019 the Supreme Court denied the government permission to appeal the Court of Appeal's judgment that transitional provisions introduced to the reformed pension schemes in 2015 gave rise to unlawful age discrimination. The government is respecting the Court's decision and has said it will engage fully with the Employment Tribunal as well as employer and member representatives to agree how the discriminations will be remedied. A consultation was launched by the government on 16 July 2020, and closed to responses on 11 October 2020.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

15. PENSION COMMITMENTS (continued)

The TPS is subject to a cost cap mechanism which was put in place to protect taxpayers against unforeseen changes in scheme costs. The Chief Secretary to the Treasury, having in 2018 announced that there would be a review of this cost cap mechanism, in January 2019 announced a pause to the cost cap mechanism following the Court of Appeal's ruling in the McCloud/Sargeant case and until there is certainty about the value of pensions to employees from April 2015 onwards. The pause was lifted in July 2020 and the government is preparing to complete the cost control element of the 2016 valuations, which is expected to be completed in 2021.

In view of the above rulings and decisions the assumptions used in the 31 March 2016 Actuarial Valuation may become inappropriate. In this scenario, a valuation prepared in accordance with revised benefits and suitably revised assumptions would yield different results than those contained in the Actuarial Valuation. Until the consultation and the cost cap mechanism review are completed it is not possible to conclude on any financial impact or future changes to the contribution rates of the TPS. Accordingly, no provision for any additional past benefit pension costs is included in these financial statements.

Other staff are enrolled into the School's defined contribution scheme to which the School contributes 6% of gross salary. There were contributions of £11,983 (2019 - £10,814) outstanding at the year-end.

16. OPERATING LEASE COMMITMENTS

2020

2019

£

£

At the year-end the school had future minimum lease payments under non-cancellable operating leases as follows:

Within 1 year	38,237	14,039
Between 2 – 5 years	93,756	66,124
	-----	-----
	£131,993	£80,163
	=====	=====

17. RELATED PARTY TRANSACTIONS

There were no Related Party Transactions to be reported in either 2020 or 2019.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

18. RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES	2020	2019
	£	£
Net income for the reporting period (as per the statement of financial activities)	769,846	579,750
Depreciation	377,103	359,343
Interest receivable	(8,418)	(10,499)
(Increase)/decrease in debtors	(55,688)	(3,648)
Increase/(decrease) in creditors	552,251	(1,086,355)
	<hr/>	<hr/>
Net cash provided by /(used in) operating activities	£1,635,094	£(161,410)
	=====	=====

19. CONTROL

The school is controlled by the Board of Governors as disclosed in the Reference and Administrative Information on page 1.

20. SUBSIDIARY COMPANIES

The More House Foundation is a connected entity that is headed up by Mr Barry Huggett OBE, the former Headmaster of More House School. B Huggett has overall control of the Foundation which operates separately to the School, although promoting the services of the School but offering in its own capacity educational consultancy services. These services are delivered by B Huggett and others with specialist knowledge from their working experiences and qualifications. Separate accounts are collated by the Foundation.

21. POST BALANCE EVENTS NOTE

As part of its strategy to contain the spread of the Covid-19 pandemic, the government required all schools in England to close to all pupils from January 2021, other than for those whose parents were Key Workers, or pupils who were vulnerable if staying at home. This put at risk the school's ability to deliver education to its pupils, thereby risking its income for the period of closure. This risk was mitigated by the introduction of a comprehensive programme of remote learning, which has been widely supported by parents.

NOTES TO THE ACCOUNTS (Continued)
FOR THE YEAR ENDED 31 AUGUST 2020

22. STATEMENT OF FINANCIAL ACTIVITIES - 2019

	Unrestricted Funds £	Restricted Funds £	Total 2019 £
INCOME FROM:			
Charitable activities:			
- School fees receivable	8,159,762	-	8,159,762
- Other school income	158,941	-	158,941
Investments – interest	10,499	-	10,499
Voluntary sources:			
- Appeal and other donations	27,271	-	27,271
	<hr/>	<hr/>	<hr/>
	8,356,473	-	8,356,473
	<hr/>	<hr/>	<hr/>
EXPENDITURE ON:			
Raising funds:			
- Fundraising and development	19,875	-	19,875
- Finance and other costs	90,126	-	90,126
	<hr/>	<hr/>	<hr/>
	110,001	-	110,001
Charitable Expenditure:			
School operating costs			
- Teaching costs	4,640,237	-	4,640,238
- Boarding and catering	1,266,322	-	1,266,321
- Premises	1,031,231	-	1,031,231
- Support and governance costs	728,932	-	728,932
	<hr/>	<hr/>	<hr/>
Total expenditure	7,776,723	-	7,776,723
	<hr/>	<hr/>	<hr/>
Net Income/net movement in funds	579,750	-	579,750
 RECONCILIATION OF FUNDS			
Total funds brought forward	11,871,298	2,000	11,873,298
	<hr/>	<hr/>	<hr/>
Total funds carried forward	£12,451,048	£2,000	£12,453,048
	<hr/>	<hr/>	<hr/>

**DETAILED ANALYSIS OF INCOME
FOR THE YEAR ENDED 31 AUGUST 2020**

	2020	2019
	£	£
FEES RECEIVABLE		
Gross fees	8,691,057	8,954,842
Less bursaries, grants and allowances	(495,543)	(795,080)
	<u>8,195,514</u>	<u>8,159,762</u>
Extras receivable and other educational income	31,901	96,421
	<u>8,227,415</u>	<u>8,256,682</u>
BANK AND OTHER INTEREST	8,418	10,499
	<u>8,235,833</u>	<u>8,266,682</u>
DONATIONS	13,990	27,271
OTHER INCOME		
Registration fees	17,500	18,250
Other school income	247,710	44,270
	<u>265,210</u>	<u>62,520</u>
TOTAL OPERATING INCOME	8,515,033	8,356,473
APPEAL FUND		
Donations received	-	-
TOTAL RESTRICTED INCOME	<u>-</u>	<u>-</u>
TOTAL INCOME	<u>£8,515,033</u>	<u>£8,356,473</u>
	=====	=====

**DETAILED ANALYSIS OF EXPENDITURE
FOR THE YEAR ENDED 31 AUGUST 2020**

CHARITABLE EXPENDITURE	2020	2019
	£	£
TEACHING COSTS		
Teaching staff salaries	4,432,668	4,102,060
Cost of extras	62,989	98,387
Courses	24,943	49,973
Teaching materials	244,286	389,818
	<u>4,764,886</u>	<u>4,640,238</u>
BOARDING AND CATERING		
Catering staff salaries	187,444	206,029
Catering costs	289,575	393,006
Cleaning staff salaries	237,667	225,976
Cleaning costs	31,298	20,864
Laundry – staff salaries	19,776	19,680
Laundry – other	6,862	12,272
Care staff salaries	404,733	388,494
	<u>1,177,355</u>	<u>1,266,321</u>
PREMISES		
Insurance	36,241	35,888
Rates and water	34,045	32,914
Light and heat	106,836	106,481
Maintenance staff salaries	139,706	115,831
Garden and grounds	24,923	74,151
Repairs and maintenance	241,927	280,166
Trade refuse	19,525	26,417
Depreciation	377,103	359,383
	<u>980,306</u>	<u>1,031,231</u>

**DETAILED ANALYSIS OF EXPENDITURE ACCOUNT
FOR THE YEAR ENDED 31 AUGUST 2020**

	2020	2019
	£	£
OTHER SUPPORT COSTS		
Staff salaries	432,262	470,885
Staff recruitment	26,189	33,893
Staff travel	3,333	5,965
Printing, postage and stationery	24,632	24,084
Telephone	39,761	42,016
Motor	38,856	45,604
Sundry costs	45,940	32,824
Subscriptions and donations	11,257	10,604
H M Discretionary	1,557	13,876
Professional and other costs	70,647	38,129
	<u>694,436</u>	<u>717,880</u>
GOVERNANCE COSTS		
Audit and accountancy	12,000	11,052
	<u>12,000</u>	<u>11,052</u>
PUBLICITY AND FUNDRAISING		
Promotion	19,602	19,875
	<u>19,602</u>	<u>19,875</u>
FINANCE COSTS		
Bank charges and interest payable	6,670	6,354
Hire purchase charges	79,880	83,772
Bad debts	10,052	-
	<u>96,602</u>	<u>90,126</u>
TOTAL EXPENDITURE	<u>7,745,187</u>	<u>7,776,723</u>
TOTAL INCOME	8,515,033	8,356,473
SURPLUS FOR YEAR	<u>£769,846</u>	<u>£579,750</u>